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ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Family life and health. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six sections: 1) early childhood, 2) middle childhood, 3) late childhood, 4) early adolescent, 5) middle adolescent, 6) late adolescent. Each part is laid out in two columns; column headings are content and activities. The guide is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives are listed for each level. Activities in each section are correlated with specific concepts. A variety of activities--including discussions, projects, field trips, films, and reading--is presented at each level, with the curriculum progressing from health education in the elementary grades to preparation for marriage in grades 11 and 12. The emphasis is on interpersonal relationships, rather than biological facts. INSTRUCTIONAL MATERIALS: Most sections contain vocabulary lists and bibliographies of print and audiovisual materials. The sections on early and middle adolescence also contain a list of community resources. Materials needed for a specific activity are listed in the activity description. STUDENT ASSESSMENT: No mention. (RT)

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FAMILY LIFE EDUCATION

Resource Guide

Grade 1 - 12

Division for Educational Programs

Wilmington Public Schools
Wilmington, Delaware

1969

SP007290

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Wilmington Public Schools
Wilmington, Delaware
1969

Family Life E

FOREWOR

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become an urgent concern for the schools. This is a
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advertising. What to teach on the subject has become

This teacher's guide to Family Life Education gi
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was shared with every local PTA president in the city
and recommended additions, changes or deletions.

As a result of these comments made by our PTA gr
schools and the conclusions and recommendations made
Education in the Public Schools, a writing team of te
the many points of view in re-writing of this teacher

The members of this writing team, named on a pag
staff, Mr. William Griswold, Mrs. Anne P. Kerstetter,
high praise for the many hours devoted to the editing
job well done.

The teacher's guide is divided into six parts ou
learning activities to be taught in the childhood, ea
develop the content and activities to be taught the a
purpose of this Guide to give to the teachers of the
teaching of Family Life Education.

Wilmington Public Schools
Division for Educational Programs
December, 1969

Family Life Education

FOREWORD

of our young to cope with the problems of modern Family Life and human sexuality has
concern for the schools. This is a result of such phenomena as the changing social
ng role of women in our society, the changing nature of family life, and the
the public to visual stimuli directed toward sexuality, particularly in television and
t to teach on the subject has become the center of controversy of our times.

's guide to Family Life Education gives explicit recognition to both teachers and
ct that this curricula is a continuation of what sensible parents are attempting to
ren in the home. The Wilmington Public Schools accepted the serious moral obligation
ily Life Education program in line with sound parental advice. A draft of this guide
very local PTA president in the city of Wilmington, who was asked to submit suggestions
dditions, changes or deletions.

of these comments made by our PTA groups and other reactions of various educators in our
onclusions and recommendations made by the Joint Legislative Committee to Study Sex
Public Schools, a writing team of teachers undertook the difficult task of reconciling
f view in re-writing of this teacher's guide.

of this writing team, named on a page that follows, and the members of the supervisory
m Griswold, Mrs. Anne P. Kerstetter, Mrs. Vera Murray, and Miss Edith Patterson, deserve
he many hours devoted to the editing of this teacher's guide. We commend them for a

's guide is divided into six parts outlining the contents of the program and suggesting
ies to be taught in the childhood, early middle and late years and latter three parts
nt and activities to be taught the adolescent, early, middle and late years. It is the
uide to give to the teachers of the Wilmington Public Schools direction and help in the
y Life Education.

-- Samuel A. Scarnato
Assistant Superintendent for
Educational Programs

Schools
cational Programs

ACKNOWLEDGMENTS

The Family Life Program has grown from a real need of the Wilmington Community as identified by community members, parents, civic and educational leaders.

The Wilmington Program is being carefully introduced using the resource material developed by committees. This booklet is the third in the revised Family Life Guide which resulted from the dedicated commitment by the following:

The fall 1967, the initial program teachers were:

Teachers	School	Level
Mrs. Kathryn Monigle	Shortlidge	Elementary
Mrs. Hazel Morton	Shortlidge	Elementary
Mrs. Beatrice Fink	Shortlidge	Elementary
Mrs. Susan Leary	Gray	Elementary
Mrs. Helen Wharton	Gray	Elementary
Mrs. Dorothy Laws	Gray	Elementary
Mrs. Belva Casson	Howard	Secondary
Mr. Quinton Sterling	Howard	Secondary
Mrs. Carolyn Cotter	P.S. duPont	Secondary
Mr. James Guidice	P.S. duPont	Secondary
Mr. Raymond Smith	Wilmington High	Secondary
Mrs. Marion Walker	Wilmington High	Secondary
Mrs. C. Gwendolyn Colvin	Howard	Secondary
Miss Estelle Irving	Wilmington High	Secondary

The materials in this guide were compiled by Wilmington teachers and parents under the direction of supervisors. The members of the writing team deserve high praise for the many hours they have devoted to the preparation of the resource guide.

The writing team for the first draft consisted of:

Supervisors:
Mrs. Anne P. Kerstetter, Coordinator
Mr. William Griswold, Co-coordinator
Miss Edith Patterson, Co-coordinator

Teachers:
Mrs. Ethel Closson, Gray School
Mrs. Kathryn Monigle, Shortlidge School
Mrs. Hazel Morton, Shortlidge School
Mrs. Beatrice Fink, Shortlidge School
Mrs. Purcell Swann, Elbert School
Mrs. Yvonne Blevins, Bayard School
Mrs. Belva Casson, Howard School
Mrs. C. Gwendolyn Colvin, Howard School
Mrs. Carolyn Cotter, P.S. duPont School
Mrs. Margaree Fitchett, Warner School
Mr. James Guidice, P.S. duPont School
Mrs. Jacqueline Haysel, Bayard School
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Mr. Raymond Smith, Wilmington High School
Mrs. Marian Walker, Wilmington High School

The writing team for Spring Revision 1969:

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Miss Edith Patterson, Co-coordinator

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Mrs. Beverly Perry, Lore School
Mrs. Harriet Seldon, Highlands School
Mrs. Purcell Swann, Elbert School
Mrs. Audrey Boone, Harlan School
Mrs. Carolyn Cotter, P.S. duPont School
Mr. Quinton Sterling, Howard School

Parents: Mrs. Irene McNeill, Cool Spring School
Mrs. Lucy Dillard, Elbert-Palmer School
Mrs. Lauretta Fletcher, Gray School
Mrs. Lorena Young, Elbert-Palmer School
Mrs. Anna Hall, Lore School
Mrs. Martha Snyder, Wilmington High School
Mrs. Anne Slovin, P.S. duPont School
Mrs. Ora Bailey, Bancroft School
Mrs. Charlotte Joslin, Wilmington High School
Mrs. Mildred Tordella, P.S. duPont School
Mrs. Dorothy Brown, Wilmington High School
Mrs. Barbara Keil, P.S. duPont School

The writing team for editing of the resource guide in the Fall of 1969 consisted of:

Supervisors:	Mrs. Anne P. Kerstetter, Coordinator
	Mr. William Griswold, Co-coordinator
Intern Supervisor:	Mrs. Vera Murray, Co-coordinator

Teachers	School	Level
Miss Mary Louise Brand	Cool Spring	Elementary
Mrs. Ethel Closson	Gray	Elementary
Mrs. Purcell Swann	Elbert	Elementary
Mrs. Carolyn Cotter	P.S. duPont	Secondary
Mr. Quinton Sterling	Howard	Secondary
Miss Estelle Irving	Wilmington High	Secondary

A number of people contributed many hours of work to complete this resource guide of which we are very grateful. A special thanks to the following:

Mr. Joseph Corbi - Cover

Mrs. Mina Thompson - Photography, layout, duplicating, and binding

It is hoped that the work done in constructing this guide will inspire other teachers to go on to develop even better ways of helping students to become competent and responsible members in family life and society.

Mrs. Anne P. Kerstetter, Supervisor
Home Economics

Family Life Education

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Goals for Family Life Education - 1 - 12

Goals for the Elementary Levels

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Part III Late Childhood - Content and Activities

Goals for Early and Middle Adolescents

Part IV Early Adolescent - Content and Activities
Part V Middle Adolescent - Content and Activities

Goals for Late Adolescent

Part VI Late Adolescent - Content and Activities

Family Life Education Goals 1 - 12

1. To provide whatever factual information the individual desires on all aspects of sex.

2. To increase self-understanding so that individuals may become self-confident members of their own sex.

3. To increase understanding of the opposite sex in order to promote positive relationship between the sexes.

4. To understand better other patterns of sex behavior among peers, among the adult generation, and in other cultures, so as to prepare individuals to live with others who believe differently.

5. To encourage open-ended dialogue and promote understanding between adults and youth.

6. To develop an appreciation of sex as an integral part of life and see it in the perspective of one's whole life.

7. To allow and enable each individual to develop personal standards based on facts and understanding of and concern for others.

8. To teach the respect for the family.

Goals for Elementary Levels

1. To know the names of each family member and responsibility of each in providing for a happy family life.

2. To identify the basic emotions of life and to make students aware that all family members and friends have these.

3. To know how plants, animals and humans reproduce themselves and the importance of heredity.

4. To be able to identify and define the correct names and functions of all parts and organs of the body and how to care for each.

5. To be able to think, compare and learn to base judgment on true facts.

6. To identify persons in whom the learner may confide in searching for facts.

7. To be able to tell what you should do about solving personal safety problems involving strangers

8. To demonstrate by actions and daily living that you are building clean, healthy, respectful attitudes about living and growing.

CONTENT

1. Myself, as an individual

   A. Safety

1. Each chil
   telephone

2. Plan and
   Note wher

3. Construct
   why they
   them?

4. Learn to

5. Develop

6. Make cha
   to do wh

7. Make saf
   cafeteri

8. Invite a
   talk.

9. Visit a
   use a "c

n individual

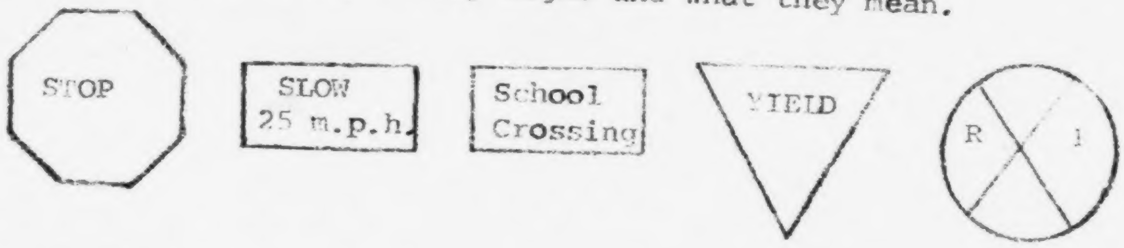
ACTIVITIES

1. Each child should know his full name, address, birthdate, and telephone number. He should also know his parent's names.

2. Plan and take a "safety excursion" around the neighborhood. Note where traffic lights, crosswalks, etc. are located.

3. Construct and discuss traffic lights. Have children discuss why they are needed. What would happen if we didn't have them?

4. Learn to identify safety signs and what they mean.



5. Develop a home and school safety checklist.

6. Make charts and rules for "playing safety". Discuss what to do when someone is hurt.

7. Make safety posters to display in parts of school i.e. cafeteria, halls, library, gym, etc.

8. Invite a policeman and/or crossing guard to give a safety talk.

9. Visit a fire station to learn about safety. Learn how to use a "call box".

Early Childhood 1 - 2

CONTENT		ACT
1. Myself, as an individual A. Safety	10.	Practice us call in case
	11.	Encourage a place to cr place to pl
	12.	Write and/o should not:
	13.	Discuss how learn good
	14.	Review purp keep the Gr
	15.	Discuss dan gifts from
	16.	Learn some
B. Cleanliness and Good Grooming	1.	Discuss and morning. U
	2.	Establish r toilet, was paper towel
	3.	Make a book

ACTIVITIES

10. Practice using the telephone to get help. Who would you call in case of fire or an accident, etc?

11. Encourage a "show and tell" activity to discuss: best place to cross street; dangerous places to play; safe place to play, etc.

12. Write and/or illustrate stories about why children should not: play with matches
    run into street after ball
    run between cars, etc.

13. Discuss how we can help our little brothers and sisters learn good safety habits.

14. Review purposes and explain how we can help our school keep the Green Flag pennant.

15. Discuss dangers of talking to, riding with, or accepting gifts from strangers. Tell children "WHY."

16. Learn some safety songs.

rooming

1. Discuss and dramatize events in preparation for school each morning. Use role play, puppets, etc.

2. Establish rules for correct use of lavatory: flush the toilet, wash hands, proper use of toilet tissues, use of paper towels, etc.

3. Make a booklet illustrating how you get ready for school:
    brushing teeth
    washing and getting dressed
    combing hair
    eating breakfast, etc.

CONTENT

1. Myself, as an individual
   B. Cleanliness and Good Grooming

   C. Parts of the Body

4. Show fil

   (availa

5. Discussi

6. Use flan
   children
   Lost His
   Tooth He

7. View ET

8. Discuss

9. Learn s

1. Discuss
   eyes, e
   legs, t

   (second
   voice b

2. Have ch
   on a si

3. Dictate
   Hands H
   Hear,"

4. View ET

ACTIVITIES

al
od Grooming

4. Show films: "Kitty Keeps Clean"
"How Billy Keeps Clean"
"Wonder of Our Body"
"Keeping Neat and Clean"
"Winky the Watchman (teeth)"
(available from Wilmington Board of Education)

5. Discussion about our teeth and why they are important.

6. Use flannel board figures to talk about teeth: Let children write original stories about "The Animal Who Lost His Teeth," "How I Pulled My Tooth," "How My Tooth Helps Me," etc.

7. View ETV Program, "Grow Up Smiling."

8. Discuss cleanliness and care of body parts.

9. Learn some songs about keeping healthy.

1. Discuss and illustrate body parts: (first level) eyes, ears, nose, mouth, hands, fingers, feet, legs, toes, arms

   (second level) bones, muscles, heart, lungs, brain, voice box, stomach

2. Have children draw a network of veins and blood vessels on a silhouette of themselves.

3. Dictate stories about functions of the body, "How My Hands Help Me," "What My Eyes Can See," "My Ears Help Me Hear," etc.

4. View ETV Program, "All About You".

Family Life Education - Elementary

Early Childhood 1 - 2

CONTENT	ACTIVITIES
1. Myself, as an individual C. Parts of the Body	5. Read recommended heal
	6. Have children locate simple stethoscope co funnel so they could supervisor's office h
	7. Play creative games w identify the object.
	8. Identify different so water clock bell
	9. Have pictures of peop Children can identify someone writin someone runnin someone singin someone swimmi
	10. Discuss ways we diffe Let each child make a magnifying glass to v
D. Physical Growth	1. Illustrate and dramat and dinner.
	2. Discuss the four foo of food.
	3. Prepare menus of wel pictures from magazi

Early Childhood 1 - 2

ACTIVITIES

5. Read recommended health stories for children. (see bibliography

6. Have children locate their pulse in wrist and temples. A simple stethoscope could be made from plastic tubing and funnel so they could hear their heartbeat. (Elementary supervisor's office has stethoscope for loan)

7. Play creative games with articles by using five "senses" to identify the object.

8. Identify different sounds by listening.

water	leaves
clock	rain
bell	crumpled paper, etc.

9. Have pictures of people performing play and work activities. Children can identify parts of body being used.
   - someone writing (fingers)
   - someone running or riding a bike (legs)
   - someone singing (mouth)
   - someone swimming (arms-legs-etc)

10. Discuss ways we differ: color of hair, eyes, skin, etc. Let each child make a set of his fingerprints and use magnifying glass to view them.

1. Illustrate and dramatize good habits for breakfast, lunch, and dinner.

2. Discuss the four food groups and learn to classify groups of food.

3. Prepare menus of well-balanced meals. Illustrate or cut pictures from magazines.

Early Childhood 1 - 2

CONTENT

1. Myself, as an individual
   D. Physical Growth

ACTIVITIE

4. Plan and serve a b
   parents, or you mig

5. Have a tasting par
   the classroom: st
   cranberry sauce, j

6. Let children sugge
   becoming tolerant
   or a mouthful. Ad
   menu. This helps

7. Build a class stor
   nutritional foods

8. Discuss why we nee
   our fuel, it makes

9. Show films: "One
   "Eat
   "Food
   "Lant
   "Lazy

10. View Dairy Counci

11. Discuss importance

12. Make a chart show
    time to go to scho
    television, etc.

ACTIVITIES

dual

4. Plan and serve a breakfast in school, a picnic, a tea for parents, or you might have an "unbirthday" party.

5. Have a tasting party. These are foods easily prepared in the classroom: sticky apples, butter, ice cream, popcorn, cranberry sauce, jello, apple sauce, vegetable soup, etc.

6. Let children suggest foods they have never tasted. Discuss becoming tolerant to foods we do not like. Try one bite or a mouthful. Add one more bite each time food is on the menu. This helps us to be a good guest, also.

7. Build a class store. Role-play and let children select nutritional foods they would buy.

8. Discuss why we need food and what it does for us. (It is our fuel, it makes us grow bigger.)

9. Show films: "One to Grow On"
   "Eat for Health"
   "Foods That Build Good Health"
   "Lantern Serenade"
   "Lazy Lucy"

10. View Dairy Council ETV shows, "Junior Americans".

11. Discuss importance of sleep and rest.

12. Make a chart showing: time to get up, time to go to bed, time to go to school, time to eat dinner, time to watch television, etc.

CONTENT	ACTIVITIES
1. Myself, as an individual D. Physical Growth	13. Discuss how pets rest
	14. View film, "Sleep for
E. Plant Growth	1. Display various fruit dry seeds. Plant see
	2. Plant some bulbs, obs from seeds.
	3. Discuss what seeds ne
	4. Discuss plants as liv (size, shape, color)
	5. Collect pictures of a
	6. Make a chart of livin
	7. See Science Guide of activities and biblio
2. Myself, as a Family Member A. My Family	1. Discuss what members family? Discuss vari
	2. Have a child illustra
	3. Write or dictate sto
	4. Discuss responsibili father, sister, brot uncle, cousin)

ACTIVITIES

dual

13. Discuss how pets rest.

14. View film, "Sleep for Health".

1. Display various fruits or flowers with seeds. Collect and dry seeds. Plant seeds and observe their growth.

2. Plant some bulbs, observe growth; discover how they differ from seeds.

3. Discuss what seeds need to grow. (soil, water, sunshine)

4. Discuss plants as living things and how they are different. (size, shape, color)

5. Collect pictures of a variety of plants.

6. Make a chart of living things and non-living things.

7. See Science Guide of Wilmington Public Schools for additional activities and bibliography.

ember

1. Discuss what members are in a child's family. What is a family? Discuss various family compositions and size.

2. Have a child illustrate his family group.

3. Write or dictate stories about my family.

4. Discuss responsibilities of each family member. (mother, father, sister, brother, grandmother, grandfather, aunt, uncle, cousin)

CONTENT	ACTIVIT
2. Myself, as a Family Member A. My Family	5. View film, "Our Filmstrip and Re 6. Discuss reasons 7. Discuss how I c 8. Make a list of
B. Animal Families	1. View recommende "Human and A "Zoo Babies" "Life Begins "Farmyard Ba "Living and "Kittens: B "Robin Redbr "Mother Duck Filmstrips: "Finding Out "Animals of "The World o "Animals and "Story of Bi 2. Keep male and f hamsters, guppi 3. Discuss and mak We must be quie scare the mothe

Early Childhood 1 - 2

ACTIVITIES

Member

5. View film, "Our Family Works Together".
   Filmstrip and Records - "Robert and His Family"

6. Discuss reasons for thrift and saving money in our family.

7. Discuss how I can help to make my family happy.

8. Make a list of ways we can help at home.

1. View recommended films and filmstrips:
   "Human and Animal Beginnings"
   "Zoo Babies"
   "Life Begins"
   "Farmyard Babies"
   "Living and Growing"
   "Kittens: Birth and Growth"
   "Robin Redbreast"
   "Mother Duck's Surprise"

   Filmstrips:
   "Finding Out How Animal Babies Grow"
   "Animals of the Zoo"
   "The World of Living Things"
   "Animals and Their Young"
   "Story of Birth"

2. Keep male and female pets to watch arrival of babies: hamsters, guppies, gerbils, mice.

3. Discuss and make rules for the arrival of our baby animals. We must be quiet. We can not handle them. We must not scare the mother, etc.

CONTENT	
2. Myself, as a Family Member B. Animal Families	4. Use ins
	5. Show (Bi
	6. Pla
	7. Ill fam
	8. Lea
	9. Hav dis
	10. Dis bor
	11. Dis babi need
C. Human Babies	1. Hav cha
	2. Wri bab
	3. Tel Dis

ACTIVITIES

Family Member
milies

4. Use incubator to hatch chickens. Collect cocoons, various insect eggs, etc., to watch hatching.

5. Show pictures of animal families and learn names of each. (Billy goat, Nanny goat, kid, horse, mare, colt, etc.)

6. Plan a farm trip to see animal families.

7. Illustrate or collect pictures to make booklets of animal families.

8. Learn songs about animals and their families.

9. Have children make up riddles about the animals we have discussed.

10. Discuss animals that hatch from eggs and those which are born alive.

11. Discuss and make a chart of animals that care for their babies and those that do not. Discuss why some animals need more care than others.

ies

1. Have children bring in their baby pictures. Discuss changes that have taken place. Discuss physical growth.

2. Write letters and invite a classroom mother to bring her baby to school.

3. Tell ways human mothers must take care of their babies. Discuss some things baby can do for himself.

Family Life Education

Early Childhood

CONTENT

2. Myself, as a Family Member
    D. Feelings, emotions

3. Myself in relation to people in the Community
    A. Respect and Courtesy in Schoolroom

1. View
    "
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    "
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3. Illus
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4. Have
make

5. Role
of ge

6. Use s

1. Teach
need

2. List

3. Discu

4. Discu

Early Childhood 1 - 2

ACTIVITIES

1. View the recommended films:
    "Allen is My Brother"
    "Making Friends"
    "Glen Wakes Up"
    "Don't Get Angry"
    "Everyday Courtesy"
2. Discuss ways we feel and the situations that make us feel the way we do. (happy, sad, cross, disappointed)
3. Illustrate faces or cut pictures from magazines showing feelings. These could be very simple in design.
4. Have children illustrate or write stories about things that make them happy, sad, etc.
5. Role play and puppet plays dramatizing acceptable ways of getting rid of angry feelings.
6. Use stories and poems from recommended bibliography.

School-

1. Teacher-pupil discussion of classroom rules. Why do we need them?
2. List ways we can be helpful to classmates and teacher.
3. Discuss reasons for saving money, paper, pencils, clothing.
4. Discuss how can we help to keep our room and school clean.

Early Childhood 1 - 2

CONTENT	ACTIVI
3. Myself in relation to people in the Community A. Respect and Courtesy in Schoolroom	5. Dramatize corre going to speaking giving a going on
	6. Discuss behavi to and from sc
B. Respect and Courtesy for Adults	1. Discuss how gr
	2. Discuss grown-
C. Respect and courtesy in our Neighborhood	1. Discuss who ou
	2. Write or dicta
	3. List ways and in neighborhoo
	4. List places we store, etc) D
	5. Invite some s have lunch wit
	6. Discuss handi how they help

Early Childhood 1 - 2

ACTIVITIES

5. Dramatize correct ways of:
    going to another room,
    speaking to adults,
    giving a party,
    going on a trip

6. Discuss behavior in cafeteria, on the playground, walking to and from school, during fire and air raid drills.

1. Discuss how grown-ups help us.

2. Discuss grown-ups that help us in addition to our parents.

1. Discuss who our neighbors are and how we can help them.

2. Write or dictate a story about helping a neighbor.

3. List ways and names of games to play with younger children in neighborhood.

4. List places we go in our neighborhood. (playground, church, store, etc) Discuss our patterns of behavior.

5. Invite some school neighbors to school to talk with us or have lunch with us.

6. Discuss handicapped persons and how we might help them and how they help us.

Early Childhood 1 - 2

Vocabulary

adoption
angry
animal
ankle
arm
attitude
aunt
baby
bath
bathroom
birth
bladder
blood
body
bones
born
bowel movement
boy
brain
breast
breath
breathe
brother
cavity
cell
cheek
child

children
chin
church
city
courtesy
cousin
cry
digest
disappointed
dislike
ear lobe
ears
eat
egg
elbow
eliminate
enjoy
eyeball
eye brow
eye lash
eyes
face
family
father
fear
feelings
feel

female
fertile
fertilization
finger
fingernails
food
fruit
germs
girl
grandfather
grandmother
grow
habit
hair
hand
happy
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head
health
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home
hospital
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human
husband
incubator
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Family Life Education - Elementary

Early Childhood 1 - 2

Vocabulary

female
fertile
fertilization
finger
fingernails
food
fruit
germs
girl
grandfather
grandmother
grow
habit
hair
hand
happy
hatch
head
health
heart
home
hospital
house
human
husband
incubator
kiss
knee
laugh
lavatory
left
leg
life
like
lips
love
lungs
male
mammal
manners
mate
medicine
microbe
microscope
mother
mouth
muscles
naval
neck
needle
neighborhood
nose
nostrils
odor
old
organ
parent
penis
people
person
pills
pregnant
pulse
relative
reproduction
respect
rest
right
sad
scalp
school
seed
shot
shoulders
sister
skeleton
skin
sleep
smile
soap
sperm
spine
stomach
store
tears
teeth
thigh
throat
thumb
toe nails
toes
tongue
tooth
toothbrush
toothpaste
towel
urine
urinate
veins
vegetable
voice box
waist
wash
wash cloth
wife
worry
wrist
young

Family Life Education - E

Middle Childhood - 3

CONTENT

1. Myself as an Individual
   A. Emotional
      1. Respect for self

1. Read such
   Little Isla
   Elephant or
   learn more

2. Use questic
   second cho
   your class
   the questic
   distinguish

3. Discuss ho

4. Discuss wh
   and unacce

5. Discuss an
   acquaintan

6. Discuss an
   acquaintan

7. Write your
   born, and
   classmates

8. Invite peo
   what they
   father, mo
   superinten
   students,

(1) See Helen

ACTIVITIES

1. Read such books to the children as Golden MacDonald's, The Little Island, Lillian Quigley's The Blind Man and the Elephant or Beverly Cleary's Henry Huggins so that they can learn more about themselves.

2. Use questions such as: Who would be your first choice, second choice, and third choice if you could choose any of your classmates to work with you on a committee? After asking the question, use the information to make a sociogram and distinguish the isolates, the fringers, and the popular. (1)

3. Discuss how a child might respect himself and not be boastful.

4. Discuss what you do when you are angry. Consider acceptable and unacceptable ways of displaying anger.

5. Discuss and list qualities one admires in a friend or acquaintance. Why?

6. Discuss and list qualities one does not like in a friend or acquaintance. Why?

7. Write your own autobiography telling when and where you were born, and important events in your life. (Exchange with classmates during language arts or sharing periods)

8. Invite people to come into classroom to share experiences and tel what they are doing to help us live better lives as: doctor, father, mother, policeman, nurse, social worker, mayor, school superintendent, government officials, college and high school students, citizens from neighborhood and city.

(1) See Helen Hall Jennings Sociometry in Group Relations.

CONTENT	AC
1. Myself as an Individual A. Emotional 1. Respect for self	9. Discuss a The Ha The Th The Th
	10. See the ET
B. Cleanliness and Good Health Habits	1. Have a chi and face.
	2. Have denta teeth and
	3. Have a chi
	4. Use a doll
	5. Emphasize when you a
	6. Have a mir
	7. Confer wit
	8. Work with provide cl
	9. Work with that any c
	10. Emphasize

ACTIVITIES

9. Discuss and write on such titles as:
   The Happiest Day I Ever Had
   The Things That Make Me Happy
   The Things That Make Me Sad

10. See the ETV Program, "All About You."

1. Have a child demonstrate the proper way to wash hands and face.

2. Have dental hygienist demonstrate proper way of cleaning teeth and have children do the same.

3. Have a child demonstrate the proper way to clean nails.

4. Use a doll and have the child bathe it properly.

5. Emphasize the fact that you feel better and do better work when you are clean and have clean clothes.

6. Have a mirror in the room to check appearance.

7. Confer with parents about cleanliness.

8. Work with the nurse and physical education teacher to provide clean underwear for any child who needs it.

9. Work with the nurse and physical education teacher to see that any child who needs a shower gets one.

10. Emphasize use of soaps and deodorants to promote cleanliness.

Family Life Education - Ele

Middle Childhood - 3 -

CONTENT

1. Myself as an Individual
   C. Physical Growth

AC

1. Record the
intervals.

2. Have each c

3. Have each c
and compare

4. Have the ov
and the und
cooperation

5. Have childr
as one year

6. Read Ruth K
identify wi

7. Cut from ma
illustratio
breakfast,
sure the po
not the cla

8. Keep pets s
school and
nourishing
Record the

9. Establish p
Teach child
hygienic co

Middle Childhood - 3 - 4

ACTIVITIES

1. Record the height and weight of each child at three-month intervals.

2. Have each child keep a graph of his own growth.

3. Have each child record the food they eat during one day and compare the food eaten with the four basic food groups.

4. Have the overweight child know foods he should avoid and the underweight child know foods he should eat. Enlist cooperation of parents.

5. Have children bring in pictures of themselves as babies, as one year olds, etc. in order that they may see their growth.

6. Read Ruth Krauss's The Growing Story so that children may identify with the boy who can't wear last year's clothes.

7. Cut from magazines or draw illustrations of food. Use the illustrations to make posters of a good lunch, a good breakfast, a good dinner and a good after school snack. Be sure the posters indicate what is best for an individual and not the class as a whole.

8. Keep pets such as gerbils, hamsters, white mice, etc. in school and watch their growth. If possible, feed one hamster nourishing food and feed the other non-nourishing food. Record the growth of each.

9. Establish proper rules for the care of pets in classroom. Teach children how to handle animals, and how to maintain hygienic conditions for pets.

CONTENT	ACTIVITI
1. Myself as an Individual C. Physical Growth	10. Discuss need for rest. 11. Through dramatic play to certain problems as children. See the following "Food That Builds "Four Food Groups "Living and Growi "Three Squares a "Science is Disco "Food to Grow On"
2. Myself as a Family Member A. Emotional Responsibility	1. List topics which may mealtime may be made 2. Plan a meal for the w the children will dis 3. List ways children ma 4. Have a parent come to cooperation. See the Board of Education - 5. Invite parents to acc (to share responsibil 6. Discuss various types assume at home as: hang up clothes, take

ACTIVITIES

Discuss need for rest. See film, "Sleep for Health."

Through dramatic play show the reaction of sleepy children to certain problems as compared with the raction of rested children.

See the following films, filmstrips and television shows:

"Food That Builds Good Health" - Sd. 360.1
"Four Food Groups" - Sd. 498.1
"Living and Growing" - Sd. 442.1
"Three Squares a Day" - Sd. 124.2
"Science is Discovery" - Delaware ETV
"Food to Grow On" - Delaware ETV

List topics which may be discussed during a meal or the ways mealtime may be made pleasant.

Plan a meal for the whole class, invite guests, and plan topics the children will discuss.

List ways children may help mothers with meals.

Have a parent come to the classroom and talk about family cooperation. See the film "Ways to Settle Disputes", Wilmington Board of Education - Sd. 230.1.

Invite parents to accompany class on various educational trips - (to share responsibilities with teacher and parents).

Discuss various types of responsibilities which a child may assume at home as: pick up toys after playing with them, hang up clothes, take out rubbish, set the table, dry the dishes

CONTENT

2. Myself as a Family Member
   A. Emotional Responsibility

7. During conferen
children havin

8. The teacher dis
assume responsi
discuss hobbies
might participa
Role play
to act as a fam
been told by th
afternoon. He
one forfeits hi
and get the res
things they mig
Role play
angry such as:
desk. Jim uses
it. He sees it
A fight follows
might have been

9. See film, "Ways

   B. Cleanliness and Good Health Habits

1. Illustrate thro
Eight child
sneezes often.
nose. Another
group gathers a
sneezer is stil

2. Discuss the con
and sneezing.

ACTIVITIES

During conference time, discuss with parents the importance of children having responsibilities.

The teacher discussed with children things they might do to assume responsibility for the happiness of the family. They discuss hobbies and games in which the family, as a whole, might participate.

Role play a father, mother and five children are chosen to act as a family. The father announces that their mother has been told by the doctor that she must rest for 3 hours every afternoon. He says they can't afford outside help unless each one forfeits his allowance, and mother can't do all the work and get the rest she needs. The children ages 3-5-7-9-10 suggest things they might do.

Role play a situation where a boy or girl becomes very angry such as: Jim reaches over and taken John's ruler off his desk. Jim uses it but does not return it. John wants to use it. He sees it on Jim's desk and accuses him of taking it. etc. A fight follows. After role playing, discuss how the quarrel might have been avoided.

. See film, "Ways to Settle Disputes". Sd. 230.1.

. Illustrate through creative dramatics sneezing.

Eight children are sitting in a reading group. One boy sneezes often. The teacher asks him to cover his mouth and nose. Another child gives him a handkerchief. The next day the group gathers again but two children are missing. The original sneezer is still there and two others are sneezing.

. Discuss the consequences of not covering mouth when coughing and sneezing.

CONTENT	ACTIVITI
2. Myself as a Family Member B. Cleanliness and Good Health Habits	3. Dramatize such topics The Untidy Girl or The child) Leaving the Bathroom C Care of Tissue Caring for Clothes
	4. Discuss personal healt the family and persona
C. Physical Growth	1. Hatch some chickens us department or borrow f may be obtained from:
	2. List animals which are turtles, chickens, etc.
	3. List animals which deve mice, kittens, etc. L handling, do not remov
	4. Tell about new baby in parents, and how you h
	5. Compare the growth of length of time it take of animals and humans of time needed to becom life span of a human a

ACTIVITIES

3. Dramatize such topics as:
   The Untidy Girl or The Untidy Boy (Be careful not to ostracize the child)
   Leaving the Bathroom Clean and Neat
   Care of Tissue
   Caring for Clothes

Discuss personal health habits you like in other members of the family and personal habits you do not like.

Hatch some chickens using an incubator. (See the school science department or borrow from the Elementary Supervisor Office.) Eggs may be obtained from: Shaw's Hatchery
218 N. Walnut St.
West Chester, Pa.

List animals which are developed in eggs outside the body as turtles, chickens, etc.

3. List animals which develop within the mother's body as gerbils, mice, kittens, etc. Learn about arrival of newborn pets, avoid handling, do not remove from mother.

Tell about new baby in own family. (size, food, care given by parents, and how you help in caring for new baby)

Compare the growth of humans and lower animals. Record the length of time it takes for the development of various types of animals and humans (from egg to baby). Record the length of time needed to become an adult animal or human. Compare the life span of a human and lower animal.

CONTENT

2. Myself as a Family Member
   C. Physical Growth

3. Myself as a Member of the Community
   A. Emotional

ACTIV

6. Learn the parts of

7. Learn the factual
   and sperm cell =

1. Write or tell: "
   "
   "
   "

2. Write the principa
   institute change.

3. Invite community h
   services.

4. Visit businesses i

5. Visit construction

6. Visit community se
   ice cream plant, p

7. Determine how the
   can help the vario
   letters correctly,
   pertaining to fire
   patterns.

8. Assume responsibil
   up papers each

ACTIVITIES

6. Learn the parts of the flower and how they reproduce themselves.

7. Learn the factual story of how a baby is born. (Egg cell and sperm cell = New Baby Cell). *Limit to simple explanation.

nity

1. Write or tell: "What I Like About My Community"
   "What I'd Like to Change in My Community and Why"
   "What I Like About My School"
   "What I'd Like to Change in My School"

2. Write the principal, the City Council or any other agency to institute change. (Consult principal first)

3. Invite community helpers in to talk to the children about their services.

4. Visit businesses in the community.

5. Visit construction sites in the community.

6. Visit community services such as the post office, fire department, ice cream plant, police station, bank, department store.

7. Determine how the above help the children and how the children can help the various businesses, services, etc. (Address letters correctly, obey safety rules particularly those pertaining to fire, follow directions, exercise proper behavior patterns.

8. Assume responsibility for improving the school grounds. Pick up papers each morning. Have a clean-up campaign. Make posters.

CONTENT

3. Myself as a Member of the Community
   A. Emotional

8. Have a cl
appearance
for trash
the cost c
Dept. 658-
Bug."

9. List other
community.
and commur

10. Show films
"And How I
"Behind th
"Bread" -
"Bus Drive
"Cities Ho
"The City"
"Clothing"
"Doctor" -
"Fire Eng
"The Firer
"George's
"Helper's

B. Cleanliness and Good Health Habits

1. Do resear
chicken po
number an

2. Ask resou
groups, P
discuss h
health of

Middle Childhood - 3 - 4

ACTIVITIES

8. Have a clean-up campaign. Prepare talks on how to improve appearance of the school. Write City Council about the need for trash cans on the street. Do some research to learn the cost of removing litter. (Call the Street and Sewer Dept. 658-6641). Give a dramatization - "Don't Be a Litter Bug."

9. List other ways in which boys and girls may help in the community. (acceptable patterns of behavior in school, home and community, respect for self and others)

10. Show films:
"And How Miguel" - Sd. 1.6
"Behind the Scenes at a Supermarket" - Sd. 450.1
"Bread" - Sd. 400.1
"Bus Driver" - Sd. 393.1
"Cities How They Grow" - Sd. 100.1
"The City" - Sd. 230.2
"Clothing" - Sd. 227.1
"Doctor" - Sd. 391.1
"Fire Engine" - Sd. 271.1
"The Fireman" - Sd. 272.1
"George's New Suit" - Sd. 353.1
"Helper's Who Come to Our House" - Sd. 352.1

1. Do research on communicable diseases such as smallpox, colds, chicken pox, measles, etc. Explain immunizations (types, number and why).

2. Ask resource persons from the health department, local civic groups, Red Cross, etc., to come into the classroom and discuss health problems and protecting and improving the health of the people.

CONTENT

3. Myself as a Member of the Community
   B. Cleanliness and Good Health Habits

3. Visit a
   Visit a
   process

4. Visit a
   stages

5. Have ea
   can che

	Mon.	Tu
1. Pick up paper in front of the house and school.		
2. Keep steps clean.		
3. Put rubbish and garbage in the proper container.		
4. Bring the newspaper into the house.		
5. Assist others in the community in any of the above tasks.		

ACTIVITIES

ts

3. Visit a dairy farm and find out how milk is safe guarded. Visit a modern dairy plant to see how the pasteurization processes take place.
4. Visit a reservoir and purifying station. Find out various stages of water purification for the home.
5. Have each child keep a chart like the one below. He can check off the activities he performs.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
ront of ol.							
rbage in er.							
r into							
he f the							

CONTENT	
3. Myself as a Member of the Community B. Cleanliness and Good Health Habits	6. Discuss why playground,
4. Myself in Relation to Other Living Things A. Physical Growth How Plants Grow and Reproduce	1. Allow mold sunshine, order to se 2. Place a swe to keep th in the glas the point a few days potato send 3. Watch the half-fille 4. See how roo celery sta 5. Use charts themselves. 6. Perform th plants hol where soil 7. Plan and c the cooper

ACTIVITIES

its

6. Discuss why food should be eaten in the cafeteria and not on playground, halls, streets, etc.

hings

1. Allow mold to grow on bread by having damp bread in the sunshine, in a dark place, in the refrigerator, etc., in order to see the environment in which mold grows best.
2. Place a sweet potato in a glass which is just large enough to keep the potato from falling to the bottom. Put water in the glass, but do not cover the whole potato. Be sure the point is in water. Set the jar in a dark place for a few days then place in the sunshine. Watch the sweet potato send out roots and then leaves.
3. Watch the growth of roots from an onion bulb placed in a jar half-filled with water.
4. See how roots carry food to parts of the plant by placing a celery stalk in a jar of dye and water.
5. Use charts and filmstrips to show how plants reproduce themselves.
6. Perform the conservation experiment to see how the roots of plants hold the soil. Then look for places in the community where soil is being eroded.
7. Plan and carry out the planting needed to stop erosion. Enlist the cooperation of school authorities and city officers.

CONTENT	A
4. Myself in Relation to Other Living Things B. Physical Growth of Insects	1. Study the stag such as flies, of growth of c zoos. Make ca screen wire. and keep busy. observations. 2. Collect fruit the jar with a the window. 3. Make an ant co of it with soi queen and many and wrap a pic After a few da making tunnels Put a small sp Mix sugar, wat and put a few
C. Life Cycle of Insects	1. Have pupils b forming their from cocoon. 2. Have pupils b developing an 3. Bring a prayi babies being

ACTIVITIES

1. Study the stages of growth, change and form of insects, such as flies, bees, beetles, etc. Illustrate the stages of growth of each insect. Let children construct insect zoos. Make cages for the insects with boxes, tape, and screen wire. Then notice how these insects move, eat, and keep busy. Use hand lenses. Keep records of observations.

2. Collect fruit flies by placing a banana in a jar. Cover the jar with a paper funnel and put the jar outside of the window. Watch what happens to the tiny eggs on the banana.

3. Make an ant colony. Use a quart or gallon jar and fill 3/4 of it with soil. Dig down a foot into an ant hill to get a queen and many worker ants. Set the jar in a pan of water and wrap a piece of paper around it.

   After a few days unwrap the jar and see if the ants are making tunnels.

   Put a small sponge in the jar and keep it moist.

   Mix sugar, water and white of an egg with a little butter and put a few drops on the soil. Do not overfeed the ants.

1. Have pupils bring to class caterpillars. Observe them forming their cocoon. Then observe full grown adult hatching from cocoon.

2. Have pupils bring a fee colony to class, observe the baby bees developing and growing into adults.

3. Bring a praying mantis egg case to class. Observe the new babies being born.

Family Life Education - Elementary

Middle Childhood - 3 - 4

VOCABULARY

acquaintance
adaptation
admire
appearance
basket
bathroom
breakfast
butterfly
carbohydrates
cell
cleanliness
cocoon
cold blood
collecting
committee
communicable diseases
community
cooperation
crafts
creative
cross pollination
diet
dramatics
education
emotional
environment
erosion
fats
flower
friend
gerbil
hatch
hibernate
hobbies
insects
inspection
litter
mate
menstruation
menu
mirror
mold
nucleus
nector
nourishment
ovaries
ovule
pasteurize
petal
physical
pistil
pollen
posters
problems
protein
purification
prepare
qualities
record
reproduction
reservoir
respect
responsibility
root
section
seed
sex*
sports
stamen
stamina
television
towels
trash
urethra
urine
urinate
variety
vitamin
warm
waste
weather
womb

---

*Sex (one of two groups into which human beings and most animals are divided (male-female)

Late Childhood - 5 - 6

CONTENT

1. Myself as an Individual
    A. Visible Body Changes
        (1) Acne
        (2) Change of Voice
        (3) Height
        (4) Perspiration
        (5) Weight
        etc.

ACTIVIT

Body Changes

1. Draw silhouettes on
   age but different s
2. Make a chart showin
   different periods o
3. Obtain the height a
   at the beginning of
   illustrate differen
   boys, of girls, of
4. Obtain data from th
   and make similar gr
5. Have the students d
   using three inches
6. Send to Travelers I
   Tall" charts.
7. Report on famous pe
    A. Example: (1)
        (2)
        (3)
        (4)
    B. Make a list of
       etc.

Late Childhood - 5 - 6

ACTIVITIES

Body Changes

1. Draw silhouettes on brown paper of three girls or boys of same age but different sizes and compare.

2. Make a chart showing bodily changes, both boys and girls, at different periods of growth.

3. Obtain the height and weight data for each child in the class at the beginning of the year and construct a bar graph to illustrate differences. Find average height and weight of boys, of girls, of class.

4. Obtain data from the nurse to find growth since kindergarten and make similar graphs.

5. Have the students draw a picture of their height to scale using three inches to a foot.

6. Send to Travelers Insurance Co., Hartford, Conn., for "How Tall" charts.

7. Report on famous people who were taller or shorter than average.
   A. Example: (1) Wilt Chamberlin
   (2) Martin Luther King
   (3) Abraham Lincoln
   (4) Napoleon Bonaparte

   B. Make a list of other athletes, politicians, television stars, etc.

CONTENT

1. Myself as an Individual
    A. Visible Body Changes
        (1) Acne
        (2) Change of voice
        (3) Height
        (4) Perspiration
        (5) Weight, etc.

    B. Heredity

ACTIVITIES

Body Changes

8. Arrange baby pictures f
and differences as to s

9. Invite parents to assem
classroom activities.

10. View ETV Program, "All
level, however, the tea
preview the program.

11. Obtain from National Da
copies for each student
His Physique.

1. Breed two guinea pigs i
characteristics.

2. Share with the class a
similar characteristics
height, stature, etc.

3. Obtain a class voluntee
with class members. Sh
grandparents and trace
findings.

4. View film, "Human Hered

5. Use recommended biolog

ducation - Elementary

ldhood - 5 - 6

ACTIVITIES

Changes

rrange baby pictures for a bulletin board. Compare likenesses nd differences as to size, weight, height, etc.

nvite parents to assembly programs as well as to regular lassroom activities. Encourage participation.

iew ETV Program, "All About You." It is on a primary evel, however, the teacher may find it helpful. Teacher should review the program.

btain from National Dairy Council, Philadelphia, Pennsylvania, opies for each student of a Girl and Her Figure and a Boy and is Physique.

reed two guinea pigs in the classroom to observe hereditary haracteristics.

hare with the class a picture of your family. Point out imilar characteristics such as color of eyes, color of hair, eight, stature, etc.

btain a class volunteer who is willing to share his family tree ith class members. Show characteristics of maternal and paternal randparents and trace characteristics down to the present record indings.

iew film, "Human Heredity" - Sd. 115.2.

se recommended biology books for added reference.

CONTENT

1. Myself as an Individual
   C. Systems of the Body
      (1) Digestive System

ACTIVITIES

1. Find out exactly where the
   diagram showing their loca

2. Keep a record of the foods
   your diet includes necessa

3. Make menus and work with

4. Illustrate the digestive

5. Chew a piece of fresh brea
   Discuss what happened.

6. Put cube of sugar in glas
   in a glass of water and s

7. Put cube of sugar in funn
   water over the sugar. Wha

8. Learn the digestive juice

9. Put a spoonful of starch
   in another. Which dissol

10. How does digested food pa
    (1) Pick a small piece of
    Be careful not to break t
    a small hole in the small
    shell and lining. Put a
    at the end of the egg. M
    around it.

ACTIVITIES

1. Find out exactly where the taste buds are located. Make a diagram showing their location.

2. Keep a record of the foods you eat for a week. Find out if your diet includes necessary amounts of four basic food groups.

3. Make menus and work with cafeteria personnel.

4. Illustrate the digestive system and name each part.

5. Chew a piece of fresh bread until you notice a change in taste. Discuss what happened.

6. Put cube of sugar in glass of water. Put second cube of sugar in a glass of water and stir. Which melts first? Why?

7. Put cube of sugar in funnel and place funnel in a glass. Pour water over the sugar. What happened?

8. Learn the digestive juices found in the stomach, intestines, etc.

9. Put a spoonful of starch in one glass and a spoonful of sugar in another. Which dissolves first? Why?

10. How does digested food pass through the walls of blood vessels? (1) Pick a small piece of shell from the large end of an egg. Be careful not to break the lining just inside the shell. Make a small hole in the small end of the egg - through both the shell and lining. Put a small glass tube through this hole at the end of the egg. Make it tight by putting sealing wax around it.

Late Childhood - 5 - 6

CONTENT	ACTI
1. Myself as an Individual C. Systems of the Body (1) Digestive System	10. Fill a pint mil of the bottle. water. By the Water has pass the egg. This of the egg may How Your Body
	11. Using the diag the food is at
	12. Make a drawing
	13. If possible, l
(2) Respiratory System	1. Find out how m Fill a gallon a pan which ha rubber tube in air and then b compare the ca
	2. Have the child and respirator
(3) Nervous System	1. Show cell slid
	2. Depending on r the frog.
(4) Excretory System	1. Discuss differ Have children

ACTIVITIES

10. Fill a pint milk bottle with water. Place the egg in the top of the bottle. Allow the bottom of the egg to be covered with water. By the next day you should see liquid in the tube. Water has passed through the lining of the egg and mixed with the egg. This forced the liquid to rise in the tube. Part of the egg may be seen in the water in the milk bottle. (See, How Your Body Works, pp. 22-23.)

11. Using the diagrams drawn of the digestive system, show where the food is at 8:00 a.m., 2:00 p.m., and 8:00 p.m.

12. Make a drawing showing the location of the lungs and the heart.

13. If possible, look at drops of blood through a microscope.

1. Find out how much air you can breathe out of your lungs. Fill a gallon bottle of water. Then turn it upside down in a pan which has about four inches of water in it. Run a rubber tube into the mouth of the jar. Fill your lungs with air and then breathe out into the rubber tube. Children may compare the capacity of their own lungs with peers.

2. Have the children draw diagrams of the excretory, circulatory, and respiratory systems. Discuss vocabulary.

1. Show cell slides of nervous system.

2. Depending on maturity of group, trace the nervous system of the frog.

1. Discuss differences in excretion in plants, animals, and humans. Have children do research and report their findings.

CONTENT	ACTIVITIES
1. Myself as an Individual (4) Excretory System	2. Draw and label system o
(5) Reproductive System	1. View films: "Human and "Kittens-- Filmstrip: "Story of 2. Obtain fertile eggs fro Observe and record chan 3. Have various groups rev for specific informatio 4. View the following: "I "r "F Note: Separate sexes-- 5. Trace the development c 6. Invite parents and reso
2. Myself as a Family Member A. Developing Emotional Control	1. Dramatize the way you v name calling disrespect fo disrespect fo 2. Discuss what might be quarreling. 3. Describe and compare t reactions to a similar

Education - Elementary

ildhood - 5 - 6

ACTIVITIES

Draw and label system of each classification.

View films: "Human and Animal Beginnings"
"Kittens--Birth and Growth"
Filmstrip: "Story of Birth" Discuss findings.

Obtain fertile eggs from: Shaw's Hatchery
218 N. Walnut Street
West Chester, Pa.

Observe and record changes.

Have various groups review the recommended films and filmstrips for specific information. Report to class.

View the following: "It's Wonderful Being a Girl"
"From Girl to Woman"
"From Boy to Man"
Note: Separate sexes--boys in one room, girls in another

Trace the development of the fertilized cell.

Invite parents and resource persons to share learning activities.

Dramatize the way you would solve problems such as:
- name calling
- disrespect for peers
- disrespect for adults, etc.

Discuss what might be done in school and at home to prevent quarreling.

Describe and compare the reactions of a four-year old and your reactions to a similar situation.

CONTENT	ACTIVITIES
2. Myself as a Family Member A. Developing Emotional Control	4. Write stories on such t The Happiest Day I H Things That Make Me What Makes Me Unhapp
	5. Dramatize acceptable wa
B. Identifying the Emotions of Others	1. List the basic emotions
	2. Have a buzz session on
	3. Have children collect p ways in which family me other.
	4. Illustrate ways familie
	5. List duties of the fami they may perform.
	6. Read stories which deal fear, jealousy, hatred,
	7. View films: "Endocrine "Children' "Getting A "Control Y "Learning
C. Family Responsibility	1. Discuss the responsibil child toward parents.

ACTIVITIES

4. Write stories on such topics as:
   The Happiest Day I Ever Had
   Things That Make Me Sad
   What Makes Me Unhappy, etc.

5. Dramatize acceptable ways of getting rid of anger.

1. List the basic emotions of life.

2. Have a buzz session on qualities pupils look for in friends.

3. Have children collect pictures for bulletin board illustrating ways in which family members can show consideration for each other.

4. Illustrate ways families have good times together.

5. List duties of the family and be sure children know duties they may perform.

6. Read stories which deal with anger, disappointment, loneliness, fear, jealousy, hatred, etc.

7. View films: "Endocrine Glands"
   "Children's Emotions"
   "Getting Angry"
   "Control Your Emotions"
   "Learning From Disappointment"

1. Discuss the responsibility of parents toward the child, the child toward parents.

CONTENT	ACTI
2. Myself as a Family Member C. Family Responsibility	2. Dramatize situati as: How to spend Problems abo
	3. See current socia
	4. Select panel memb pupils. List and
3. Myself in Relation to People in the Community A. Good Manners (1) Home	1. Dramatize the pro younger person, a
	2. Role play to demo and unacceptable
	3. Construct a bulle "I'm Sorry," etc.,
(2) School	1. Discuss and list and polite.
	2. Role play various
	3. Show films: "At "Man
	4. Discuss and view
	5. Have a small grou to class. Note: must use his disc

ACTIVITIES

2. Dramatize situations showing ways of solving some family problems as: How to spend money
   Problems about discipline

3. See current social studies guide of Wilmington Public Schools.

4. Select panel members made up of school social worker, parents and pupils. List and discuss ways one can help his family.

in the

1. Dramatize the proper way to introduce an older person to a younger person, a man to a woman, etc.

2. Role play to demonstrate good table manners. Discuss acceptable and unacceptable points.

3. Construct a bulletin board using "Thank you," "Please," "Excuse me," "I'm Sorry," etc. Discuss the importance of each.

1. Discuss and list the different ways boys and girls can be courteous and polite.

2. Role play various ways to avoid fighting.

3. Show films: "At Home"
   "Manners At Home"

4. Discuss and view film, "Getting Angry."

5. Have a small group view filmstrip, "Manners at School", and report to class. Note: This filmstrip is on the primary level. Teacher must use his discretion.

CONTENT	ACTIVITI
3. Myself in Relation to People in the Community A. Good Manners (3) Community	1. Make a check list wit be shown in the commu try to launch a Good Student Council may
B. Health Services (1) Public Health Department	1. Invite a member of th class.
	2. Make a bulletin boar available in the comm
(2) Hospitals	1. Invite the director to students on prevoc for various careers.
	2. Read books concernin
	3. Make a list of all h
(3) Water Supply, Sewage and Garbage	1. Have a "Keep School
	2. Visit the local wate
	3. Show film: "Water f "Waste D
	4. Discuss the importan Public Works)

Life Education - Elementary

te Childhood - 5 - 6

ACTIVITIES

1. Make a check list with class. List all ways good manners could be shown in the community. Report to the Student Council and try to launch a Good Manners Campaign throughout the school. Student Council may give recognition to classes showing progress.

1. Invite a member of the Public Health Department to talk with the class.

2. Make a bulletin board display of all health services which are available in the community.

1. Invite the director of personnel or qualified persons to talk to students on prevocational and professional training needed for various careers.

2. Read books concerning hospitals.

3. Make a list of all hospitals located throughout the city.

1. Have a "Keep School Clean" campaign.

2. Visit the local water supply complex.

3. Show film: "Water for the Community" 5979
   "Waste Disposal for the Community" 5979

4. Discuss the importance of our sanitation department. (Department of Public Works)

CONTENT	ACTI
3. Myself in Relation to People in the Community B. Health Services (3) Water Supply, Sewage and Garbage	5. Invite local pers service to the co
	6. Discover and comp purified water.
C. Social Services (1) Visiting Nurses	1. Write for informa with those of the
(2) Red Cross Services	1. Obtain brochures discuss the avail
	2. Make charts of dr
	3. Demonstrate a tel person and the Re
(3) Legal Aid	1. Obtain informatio
	2. Bring in newspape lawyers, judges, debate.
	3. Have a mock juven
	4. Show film, "Why W

ACTIVITIES

in the

and

5. Invite local persons to class to discuss the importance of this service to the community.

6. Discover and compare the difference between purified and non-purified water.

1. Write for information on visiting nurses. Compare their duties with those of the hospital nurse.

1. Obtain brochures from local American Red Cross. Read and discuss the available services.

2. Make charts of drawings showing the available services.

3. Demonstrate a telephone conversation between the distressed person and the Red Cross worker.

1. Obtain information about juvenile court.

2. Bring in newspaper articles of juveniles with problems. Invite lawyers, judges, and members of the Youth Aid Division. Have a debate.

3. Have a mock juvenile court of a playground incident.

4. Show film, "Why We Have Rules and Laws."

CONTENT	ACTIVITIES
3. Myself in Relation to People in the Community	
D. Recreation	
(1) Playground and Park	1. Discuss each person's respo
	2. Have a member of the Recrea on safety in the parks. Cl use of playgrounds and park
(2) Community Centers	1. Know where community center
	2. Discuss ways students may v centers especially during B Girl Scout Week, etc.
(3) Movies and Theaters	1. Acquaint students with thea DuPont Playhouse. If possi
	2. Produce and direct a play f is especially effective dur
	3. Make a list of TV programs
E. Education	
(1) Public School System	1. Know the location of the ad a field trip.
	2. Show the interdependence of custodian, cafeteria person teachers, principal, secreta director, etc.

ACTIVITIES

1. Discuss each person's responsibility of maintenance.

2. Have a member of the Recreation Department talk to class on safety in the parks. Class may make a list on proper use of playgrounds and parks.

1. Know where community centers are located.

2. Discuss ways students may volunteer help in the above centers especially during Brotherhood Week, Boy Scout Week, Girl Scout Week, etc.

1. Acquaint students with theaters, Wilmington Drama League, and DuPont Playhouse. If possible, go to see a live performance.

2. Produce and direct a play for the entire student body. This is especially effective during holidays.

3. Make a list of TV programs and discuss family-type.

1. Know the location of the administration building and arrange a field trip.

2. Show the interdependence of personnel in your school: custodian, cafeteria personnel, students, teacher aides, teachers, principal, secretary, nurse, community school director, etc.

CONTENT

3. Myself in Relation to People in the Community
   E. Education
      (2) Community School

1. Invite comm

2. Have studen parents par

      (3) Adult Education

1. Invite dire

2. Invite pare

Late Childhood - 5 - 6

ACTIVITIES

1. Invite community school coordinator to explain program.
2. Have students share activities in which children and parents participate.

1. Invite director of adult education to explain program.
2. Invite parents to share various learning activities.

Family Life Education - Elementary

Late Childhood - 5 - 6

VOCABULARY

Nervous System
brain
cerebellum
cerebrum
medulla
spinal cord

Reproductive
amnion sac
conceived
conception
embryo
erection
female genital organs
fertilized
fetus
fallopian tubes
fraternal twins
gene
hormone
identical twins
incubator
labia
male genital organs
mate
menstruation
mitosis
navel
nocturnal emission
ovary
oviduct-ovium-ova
ovulation
ovum
penis
pituitary gland
placenta
pregnant
premature
reproductive cell
scrotum
semen
siamese twins
sperm
testicles
testes
umbilical cord
uterus
vagina

Growth
acne
emotion
emotional
height
weight

Heredity
chromosomes

Heredity
genes

Circulatory
arteries
auricle
capillaries
diaphragm
heart
hemoglobin
plasma
red blood cells
veins
ventricle
white blood cells

Respiratory
bronchial tubes
larynx
lungs
mouth
nasal passage
trachea
vocal cords
voice box

Digestive
appendix
epiglottis

Digestive
esophagus
gall bladder
gastric juice
large intestine
liver
pharynx
pancreas
rectum
salivary glands
small intestine
stomach
teeth
tongue

Excretory
bladder
kidneys
ureters
urethra
urinate
urine

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Family Life Education

Early and Middle Adolescence

Health Education - Grades 7 and 10

INTRODUCTION

The Early and Middle Adolescent Program of Family Life Education, as presently conducted in the Wilmington Public Schools, is a unit of instruction in the total program of Health Education in Grades 7 and 10, respectively.

Because of the high mobility of students into and within the district and the newness of a system-wide program, a duplication of content is necessary to a large degree. In the best professional judgment of the teacher and according to particular needs of students, the depth and breadth of content will be adjusted. Basically, course content will be a reflection of student initiated inquiry coupled with current parental and community interests.

Therefore, the following outline suggests general areas of study, appropriate to early and middle adolescent development.

GOALS

1. To provide youth with factual information concerning physical, emotional, and social phases of adolescent development before and during their personal involvement.
2. To present and support the family as the basic unit os society to provide for man's physical, social and emotional needs. Also, specifically to present and support the family as the desirable unit of society for love and reproduction.
3. To provide factual information concerning the structure and function of the human reproductive systems.
4. To examine and evaluate major social issues which present current individual and community problems of human sexuality.
5. To provide a means of discussion and development of wholesome personal attitudes and standards of conduct.

Family Life Education

Early and Middle Adolescence

Health Education - Grades 7 and 10

ACTIVITIES

Variety and range of choice by the teacher of activities for particular content are necessary. While some activities at each level, such as film viewing by all groups, will be standard, appropriate use of activities according to group and individual needs best suits the learning process for our action-orientated youth.

Therefore, in support of the introduction and objectives previously outlined, the following student-teacher activities are suggested:

1. Evaluation
    - A. Pretest and Post Test
    - B. Written or Oral
    - C. Commercially or Teacher Prepared
2. Lecture
3. Audio-Visual Presentation
    - A. 16 mm. motion pictures
    - B. Filmstrips, sound and silent
    - C. Records, tapes
    - D. Transparencies
    - E. TV and ETV
4. Discussion
    - A. Student/Teacher
    - B. Student/Student
    - C. Group or Panel
5. Question and Answer
    - A. Student/Teacher
    - B. Student/Student
    - C. Open Classroom Questions
    - D. Anonymously Written Questions
6. Classroom Displays
    - A. Student or Teacher
    - B. Pictures, Charts, Models, etc.
7. Reports
    - A. Student Research
    - B. Student Survey
8. Role Playing
    - A. Family Members
    - B. Friends
    - C. School
    - D. Community
9. Field Trip
    - A. Family Court
    - B. Hospital Education Exhibits
10. Community Resource Presentation
    - A. Medical
    - B. Legal
    - C. Enforcement
    - D. Health Service
    - E. Social Service
    - F. Religious
    - G. Layman

Family Life Educati

Early Adolescence

Health Education - Gr

CONTENT

1. A Review of Human Growth and Development through Early, Middle, and Late Childhood

2. Adolescent Development
    A. Physical Changes and Concerns
        1. Male and Female Primary and Secondary Sex Characteristics
        2. Menstruation
        3. Seminal Emissions
        4. Personal Hygiene

    B. Emotional Changes and Concerns
        1. Define emotions
        2. Varying Individual Levels of Emotional Development
        3. Emotional Changes in the Family and Others Affecting the Adolescent
        4. Male and Female Emotional Differences and Similarities
        5. Newly Developing Sexual Awareness
        6. The Need for Emotional Control Including Masturbation

Pamphlet:

Booklet:

Record:

Transpare

16 mm. Fi

School:

Booklet:

Pamphlet

16 mm. F

Transpa

School:

Family Life Education

Early Adolescence

Health Education - Grade 7

	RESOURCE*
lle, and	Pamphlet: A Story About You
rns and ristics	Booklet: Accent on You Growing Up and Liking It Human Growth and Reproduction The Human Story
	Record: Dr. Fishbein Talks to a Growing Boy Dr. Fishbein Talks to a Growing Girl
	Transparency: Human Reproduction Systems Body Changes at Puberty (Review Level 2)
	16 mm. Film: Human Growth World of a Girl Boy to Man Girl to Woman
	School: Nurse-Physician, and Psychologist (Wilmington Public Schools, Department of Child Guidance and Development)
erns	Booklet: Finding Yourself
els of	Pamphlet: Your Teen Years
he Family he	16 mm. Film: Controlling Your Emotions Everyday Courage and Common Sense
nal rities l Awareness	Transparency: Inherited and Acquired Characteristics Heredity (Review Level 2)
l Control h	School: Psychologist

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[*] See pages 51 - 54

Family Life Education

Early Adolescence

Health Education - Grade

CONTENT	RES
2. Adolescent Development C. Social Changes and Concerns 1. Transition from Childhood to Adulthood 2. Evaluating Peer Group Influence 3. Evaluating Communications Media Influence 4. The Progression of Boy/Girl Relationships	Booklet: As Ot Findi Transparency: Duplication: M Yo Periodical: Cu Adv Filmstrip: I N
3. Family Functions and Responsibilities A. Purpose of the Family B. Different Family Structures C. Modern Social and Economic Forces Affecting the Family D. Role of Individual Family Members E. The Family in the Community	Booklet: Getti Getti Transparency: Duplication: Yo Television: Fa School: Social
4. Human Reproduction A. Reproduction As a Life Process B. Male and Female Reproductive Systems 1. Terminology 2. Structure 3. Function	Booklet: The Gi The H Human What Transparency:

*See pages

Family Life Education

Early Adolescence

Health Education - Grade 7

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nd Concerns
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ion of Boy/Girl
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Structures
Economic Forces
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e Community

Life Process
eproductive Systems

RESOURCES*

Booklet: As Others See Us
Finding Out About Ourselves

Transparency: Developing Dating Criteria

Duplication: Making and Keeping Friends
Your Courtesy Rating

Periodical: Current Examples of the Influence of Sex in Advertising

Filmstrip: I Never Looked At It That Way Before

Booklet: Getting Along With Parents
Getting Along With Brothers and Sisters

Transparency: Individual Health and Family Life
Influences on Family Life

Duplication: Your Family and You

Television: Family Programs

School: Social Worker

Booklet: The Gift of Life
The Human Story
Human Growth and Reproduction
What A Miracle You Are

Transparency: Conception, Prenatal Development, and Birth
Human Reproduction Systems
How Life Begins (Review Level 2)
Family Life and Sex Education

*See pages 51 - 54

Family Life i

Early Adole

Health Educatio

CONTENT

4. Human Reproduction
    C. Conception, Pregnancy, Birth
        1. Terminology
        2. The Process

5. Misuses of Sex That Affect the Individual and Community
    A. Alcohol and Drugs as Related to Sexuality
    B. Exhibitionism
    C. Homosexuality
    D. Illegitimacy
    E. Incest
    F. Pornography
    G. Rape
    H. Venereal Disease
        1. Types/Transmission/Effects
        2. Detection/Treatment

16 mm.

Period

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Pamphl

Record

16 mm.

Commun

*See pa

Family Life Education

Early Adolescence

Health Education - Grade 7

RESOURCES[*]

16 mm. Film: The Day Life Begins

Periodical: Life Magazine, April 30, 1965, "Life Before Birth"

Community: Physician

Pamphlet: Strictly for Teenagers
Some Questions and Answers About VD

Record: Chain Across the Land

16 mm. Film: Boy Beware
Girl Beware
Quarter Million Teenagers

Community: Delaware Board of Health
Wilmington Police, Vice Unit
Wilmington Medical Center

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[*] See pages 51 - 54

Family Life Education

Early Adolescence

Health Education - Grade

VOCABULARY

Human Reproduction

- Abdomen
- Abortion
- Adrenal
- Amnion
- Bladder
- Breast
- Caesarean
- Cells
- Cervix
- Chromosomes
- Circumcision
- Conception
- Dysmenorrhea
- Ejaculation
- Embryo
- Endocrine
- Epididymis
- Erection
- Fallopian Tube
- Fertilization
- Fetus
- Genes
- Genital
- Heredity
- Hernia
- Horomone
- Hygiene
- Hymen
- Kidney
- Labor
- Menopause
- Menstruation
- Miscarriage
- Mucus
- Ovaries
- Ovulation
- Ovum
- Pelvis
- Penis
- Pituitary
- Placenta
- Pregnant
- Prostate
- Puberty
- Public
- Semen
- Seminal Vesicle
- Scrotum
- Sperm
- Testicles
- Traits
- Umbilical
- Urethra
- Urine
- Uterus
- Vagina
- Vulva

Social/Emotional Concerns

- Acquaintance
- Adjustment
- Adolescence
- Adult
- Affection
- Allowance
- Anxiety
- Attitude
- Behavior
- Characteristic
- Coed
- Compatibility
- Community
- Confidence
- Courtship
- Culture
- Decisions
- Development
- Emotions
- Extrovert
- Family
- Fantasy
- Fatigue
- Fears
- Feelings
- Femininity
- Generation
- Grooming
- Habits
- Heterosexual
- Homosexual
- Ideal
- Immature
- Impression
- Impulse
- Independence
- Insight
- Introvert
- Judgment
- Love
- Marriage
- Masculinity
- Maturity
- Media

Family Life Education

Early Adolescence

ealth Education - Grade 7

VOCABULARY

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Fatigue
Fears
Feelings
Femininity
Generation
Grooming
Habits
Heterosexual
Homosexual
Ideal
Immature
Impression
Impulse
Independence
Insight
Introvert
Judgment
Love
Marriage
Masculinity
Maturity
Media

Mental
Mood
Necking
Needs
Personality
Petting
Popularity
Preadolescence
Premarital
Rejection
Relative
Relationship
Religion
Respect
Responsibility
Romance
Role
Self-conscious
Society
Solution
Symptoms
Temperament

Role of Family

Annulment
Codes
Community
Culture
Desertion
Divorce
Environment
Finance
Faith
Happiness
Incompatibility
Love
Marriage
Monogamy
Parent
Polyandry
Polygamy
Religion
Role
Separation
Sibling
Society
Status
Taboo

Misuse of Sex

Alcohol
Drugs
Exhibitionism
Homosexuality
Illegitimacy
Incest
Pornography
Rape
Venereal Disease
  Chancre
  Congenital
  Gonorrhea
  Latent
  Lesion
  Paresis
  Serologie Test
  Spirochete
  Syphilis

Family Life Education

Early Adolescence

Health Education - Grad

BIBLIOGRAPHY

Teacher References

American School Health Association, Growth Patterns and Sex Educatio
1967.

Baruch, Dorothy, New Ways in Sex Education, Bartam Book, New York, 1

Foster, Julia, The Teaching of Health Education in Junior and Senior
1968.

Jones, Marion, How To Tell a Retarded Girl About Menstruation, Kimbe

School Health Education Study, Health Education (Resource/Learning G
Minn., 1968.

Healthier Living, Book 2, Making and Keeping Friends, Your Courtesy
Press, Elizabethtown, Penna.

Student References

Bauer, W. W., Moving Into Manhood, Doubleday & Co., New York, 1964.

Bernhagen, Lillian, What A Miracle You Are, Western Publishing Co.,

Boyer, D. and Brandt, E. Human Growth and Reproduction, Laidlaw Bros

Delaware State Department of Health, Strictly for Teenagers, Some Qu

Gramet, Charles, Your Health and You, Lothrop, Lee, and Shepard, New

Hayes, M. V., A Boy Today, A Man Tomorrow, Optimist International, S

Hofstein, Sadie, The Human Story, Scott Foresman, Oakland, New Jerse

Lerrigo, M. and Southard, H. Finding Yourself, A Story About You, Na

LIFE Magazine, Drama of Life Before Birth, Time, Inc., New York, Apr

Metropolitan Life Ins. Co., Your Teen Years, New York, 1963.

National Education Association, As Others See Us, Washington, D.C.,

New York State Department of Health, The Gift of Life, Albany, New Y

Personal Products Co., Growing Up and Liking It, Milltown, New Jerse

Science Research Associates, Finding Out About Ourselves, Chicago, I

__________________, Getting Along With Parents, Getting Along Wit

Tampax, Inc., Accent on You, New York, 1966.

Wilson, C. and Wilson, E., Human Growth and Reproduction, Bobbs-Merr

Family Life Education

Early Adolescence

Health Education - Grade 7

BIBLIOGRAPHY

Patterns and Sex Education, The Journal of School Health, Kent, Ohio, May

, Bartam Book, New York, 1962.
cation in Junior and Senior High School, Charles Merrill, Columbus, Ohio,

About Menstruation, Kimberly-Clark Corp., Keenak, Wisconsin, 1964.
cation (Resource/Learning Guides, Level 3) 3M Education Press, St. Paul,

ing Friends, Your Courtesy Rating, Your Family and You, Continental

day & Co., New York, 1964.
e, Western Publishing Co., New York, 1968.
Reproduction, Laidlaw Bros., Summit, New Jersey, 1967.
ctly for Teenagers, Some Questions and Answers About V.D., Dover, Del., 1966.
hrop, Lee, and Shepard, New York, 1968.
, Optimist International, St. Louis, 1961.
oresman, Oakland, New Jersey, 1967.
self, A Story About You, National Education Assoc., Washington, 1961.
, Time, Inc., New York, April 30, 1965.
rs, New York, 1963.
See Us, Washington, D.C., 1964.
Gift of Life, Albany, New York, 1966.
ing It, Milltown, New Jersey, 1968.
About Ourselves, Chicago, Ill., 1965.
Parents, Getting Along With Brothers and Sisters, Chicago, Ill., 1965.
66.
nd Reproduction, Bobbs-Merrill, Indianapolis, Ind., 1966.

Family Life Education

Early Adolescence

Health Education - Grade 7

AUDIO-VISUAL MATERIALS

The following resource materials are available in the Learning Resou
for use at the appropriate level in secondary health education classes:

16 mm. Sound Films
A Quarter Million Teenagers
Boys Beware
Boy to Man
Controlling Your Emotions
Girls Beware
Girl to Woman
Human Growth
It's Wonderful Being A Girl
The Day Life Begins

Everyday Courage and Common Sense*

Filmstrip/Records
I Never Looked At It That Way Be

33 1/3 RPM Records
Chain Across the Land
Dr. Fishbein Talks to a Growing
Dr. Fishbein Talks to a Growing

SPECIAL NOTE ON USE OF AUDIO-VISUALS:

1. As in other good learning situations, the teacher should previe
This preview should determine the appropriateness of the materia
maturity, and educational needs.

2. Those films or filmstrips which introduce the study of human re
best presented by first being viewed in groups segregated by se
separate groups materials about the opposite sex. This procedur
about the opposite sex, and also minimize any initial anxiety b

3. Provisions should be made to allow interested parents to view a
with the teacher, either in special showings or in regular clas
are not actually in use in local buildings, this service will b

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*Available through the Mental Health Association, Wilmington, Delaware,

Family Life Education

Early Adolescence

ealth Education - Grade 7

AUDIO-VISUAL MATERIALS

ple in the Learning Resources Center, Wilmington Public Schools,
lth education classes:

Filmstrip/Records

Looked At It That Way Before

33 1/3 RPM Records

ross the Land
hbein Talks to a Growing Boy
hbein Talks to a Growing Girl

The Family Concept
  Conception, Prenatal Development and Birth
  Individual Health and Family Life
  Human Reproduction Systems
  Influences on Family Life
  Inherited and Acquired Characteristi
  Developing Dating Criteria
Family Life and Sex Education
  Human Reproduction
  Growth and Development

he teacher should preview all materials before use with students.
priateness of the material as related to student preparation,

ce the study of human reproductive anatomy and processes are
groups segregated by sex. Further, both sexes should view in
osite sex. This procedure will dispell ignorance of information
ze any initial anxiety by the student.

rested parents to view audio-visual materials, by prior arrangement
wings or in regular classes. During time periods when the materials
ngs, this service will be provided by the Learning Resources Center.

, Wilmington, Delaware, Phone: 656-8308.

Family Life Educat

Early and Middle Adole

Health Education - Grade

COMMUNITY RESOURC

Association of Delaware Hospitals, Inc.
Marea B. Alexander
1401 Pennsylvania Ave.
Wilmington, Delaware, 19806
Phone: 655-7255

Board of Public Education
Rev. James Morgan
School-Community Relations
Wilmington, Delaware 19801

Catholic Social Services, Inc.
Rev. Msgr. Thomas J. Reese
1200 North Broom Street
Wilmington, Delaware, 19806

Council of Churches
1213 Delaware Avenue
Wilmington, Delaware, 19806
Phone: 655-6151

Delaware Commission on Children
and Youth
Miss Dora Back
P. O. Box 657
Dover, Delaware, 19901
Phone: 734-5711, Ext. 575

Delaware Congress of Parents & Teachers
106 Hermitage Road
Fairfax
Wilmington, Delaware 19803
Phone: 652-6230

COMMUNITY RESOURCES

Delaware Department of Mental Health
Midway Professional Building
2055 Limestone Road
Wilmington, Delaware, 19808
Phone: 994-5763

Delaware Psychological Association, Inc.
President, George A. Cicala, Ph.D.
Department of Psychology
University of Delaware
Newark, Delaware, 19711
Phone: 368-0611

Delaware State Board of Health
Mr. John Gray
800 West Street
Wilmington, Delaware, 19801
Phone: 658-9251, Ext. 255

Family Court of Delaware
Judge Herbert L. Cobin
Public Building
Wilmington, Delaware, 19801

Family Service of Northern Delaware
809 Washington Street
Wilmington, Delaware, 19801
Phone: 654-5304

Health Facilities Planning Council, Inc.
701 Shipley Street
Wilmington, Delaware, 19801
Phone: 655-1551

Family Life Education

Early and Middle Adoles

Health Education - Grades

COMMUNITY RESOURCES

Jewish Family Service of Delaware, Inc.
2105 Washington Street
Wilmington, Delaware, 19802
Phone: 658-7214

Medical Society of Delaware, Inc.
1925 Lovering Avenue
Wilmington, Delaware, 19806
Phone: 658-7596

Mental Health Association of Delaware
701 Shipley Street
Wilmington, Delaware, 19801
Phone: 656-8308

St. Matthews Church
Rev. Lloyd Casson
7th and Walnut Streets
Wilmington, Delaware, 19801

Tampax Dorporation
Miss Lucille C. Natzvly
161 East 42nd St.
New York, New York, 10017

COMMUNITY RESOURCES

United Presbyterian Church in the USA
Social Service Department
4th and Broom Streets
Wilmington, Delaware, 19805

Wilmington Bureau of Police
Vice Squad Unit
Youth Aid Unit
Wilmington, Delaware
Phone: 655-6131

Wilmington Child Guidance Center
2013 Baynard Blvd.
Wilmington, Delaware, 19802 (Phone: 654-2414)

Wilmington Medical Center
501 West 14th Street
Wilmington, Delaware, 19801
Phone: 654-5111

Wilmington Public Schools
Child Guidance and Development Dept.
Mr. John C. Carney
1400 Washington Street
Wilmington, Delaware, 19801
Phone: 654-3181, Ext. 300

Family Life Education

Middle Adolescence

Health Education - Grade 10

CONTENT

1. Review and Reinforce Early Adolescent Content
   A. Early Adolescent Development
   B. Human Reproduction

2. Social Concerns of Middle Adolescence
   A. Understanding Male/Female Characteristics
   B. Developing Positive Male/Female Relationships Including Dating
   C. Understanding and Controlling Sex Drives
   D. Problems of Premarital Sexual Experimentation
      1. Emotional
      2. Social
      3. Moral
      4. Physical

RESC

Pretest, followed
bring students to
Adolescent Conten

See Early Adolesc

Pamphlet: All

Booklet: For
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Life
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16 mm. Film: Fro
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Booklet: Wh
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Transparency: Fa
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Family Life Education

Middle Adolescence

Health Education - Grade 10

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Sex

RESOURCES*

Pretest, followed by necessary class review activities to bring students to an acceptable level of knowledge of Early Adolescent Content.

See Early Adolescent Resources

Pamphlet:	All About Shaving
Booklet:	For Youth to Know
	It's Time You Knew
	Life Goes On
	Modern Sex Education
	Growing Up and Liking It
	World of a Girl
16 mm. Film:	From Generation to Generation
	Human Reproduction
Pamphlet:	Milestones to Maturity
Booklet:	What Teenagers Want to Know
	Understanding Sex
	Dating Behavior
Transparency:	Factors Influencing the Sex Drive
	Phoebe (Story of premarital pregnancy)
	Psychological Differences Between the Sexes
Filmstrip:	A Basis for Sex Morality
	Sex: A Moral Dilemma for Teenagers
	I Never Looked at It That Way Before
	Love and the Facts of Life

*See pages 53-54-58-59.

CONTENT

2. Social Concerns of Middle Adolescence
    E. Relationships to Family, Peers and Society

3. Some Influences of the Family on Adolescent Behavior
    A. Review Early Adolescence Content
    B. Prenatal Examples of Mature Behavior
    C. Appropriate Parental Examples of Love, Sexuality, Family Planning and Reproduction in Marriage
    D. Dating, Mate Selection, Engagement, and Teenage Marriage

4. Misuses of Sex That Affect the Individual and Community
    A. Adultery
    B. Alcohol and Drugs
    C. Criminal Abortion
    D. Exhibitionism
    E. Homosexuality
    F. Illegitimacy
    G. Incest
    H. Pornography
    I. Promiscuity
    J. Prostitution
    K. Rape
    L. Venereal Disease
        1. Types, Transmission, Effects
        2. Detection and Treatment
    M. Voyeurism

Pocketbook:

Pamphlet:

Transparency:

16 mm. Film:

Filmstrip:

Pamphlet:

16 mm. Film:

Filmstrip:

Periodical:

Community:

*Se

Family Life Education

Middle Adolescence

Health Education - Grade 10

RESOURCES*

Pocketbook:	Facts of Life and Love Art of Dating
Pamphlet:	Milestones to Maturity
Transparency:	Marriage and the Family: Responsibilities and Privileges Family Cycles and Values Causes and Effects of Family Disharmony
16 mm. Film:	Early Marriage
Filmstrip:	And They Lived Happily Ever After The Tuned-Out Generation
Pamphlet:	Some Questions and Answers About VD
16 mm. Film:	Quarter Million Teenagers The Silent Epidemic
Filmstrip:	Venereal Disease
Periodical:	Wilmington News Journal, February 1967 ("Sex Education Series")
Community:	Association for Delaware Hospitals Family Court Wilmington Police Bureau Mental Health Association Religious Organizations Medical Society of Delaware State Board of Health Wilmington Medical Center

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*See pages 53-54-58-59.

Family Life Education

Middle Adolescence

Health Education - Grade 10

VOCABULARY

1. Review Early Adolescent Vocabulary
    A. Human Reproduction
    B. Social/Emotional Concerns
    C. Role of the Family
    D. Social Issues

Social Concerns
abstinence
companionship
dating
drives
fondling
infatuation
intimate
manners
maturity
morals
possessive
premarital
self-control
urge

Role of Family
authority
beliefs
characteristics
community
contraception
courtship
customs
discipline
engagement
generation
generation gap
mate
pressures
standards

Family Life Education

Middle Adolescence

Health Education - Grade 10

VOCABULARY

Role of Family
authority
beliefs
characteristics
community
contraception
courtship
customs
discipline
engagement
generation
generation gap
mate
pressures
standards

Misuse of Sex
abortion
adultery
promiscuity
prostitution
voyeurism

Community Resources
See pages 53 and 54

Family Life Educati

Middle Adolescence

Health Education - Gr

BIBLIOGRAPHY

Teacher References

Books

Cushman, W. and Bennett, B., Selected Health Problems, Charles Me
Miller, B. and John, B., Good Health, 2nd Ed., Phila., Penna: W.
New Jersey State Department of Health, Venereal Disease, Trenton,
Schifferes, Justus, Essentials of Healthier Living, Wiley and Son
School Health Education Study, Health Education (Resource and Lea
St. Paul, Minn. 1968.
Schwartz, William, Teachers' Handbook on Venereal Disease, A.A.H.

Periodicals

American School Health Association, Growth Patterns and Sex Educa
Kent, Ohio, May, 1967.
News Journal Company, Sex Education Series, "Evening Journal", Wi

Student Reference

Books

Diehl, Laton, Vaughn, Lampe, Health and Safety For You, 3rd Ed.,
Duvall, E., Facts of Life and Love, Popular Library, New York, 1
Duvall, E., The Art of Dating, Permabooks, New York, 1960.
Julian, C. J., and Jackson, E. N., Modern Sex Education, Holt, R

Booklets

Boyer, Donald, For Youth to Know, Laidlaw Brothers, River Forest
Burnett, Clemensen, Hoyman, Life Goes On, Harcourt, Brace & Worl
Levinsohn, Florence, What Teenagers Want To Know, Budlong Press
Noxzema Company, All About Shaving, New York
Science Research Associates, Understanding Sex, Dating Behavior,
Scott Paper Company, World of a Girl, Phila., Pa. 1965.
Tampax Incorporated, It's Time You Knew, New York, 1969.
Williams, Mary and Kane, Irene, On Becoming a Woman, Dell Pub. C

Pamphlets

Delaware State Board of Health, Some Questions and Answers About
Mental Health Association, Milestones to Maturity Series, Wilmin

y Life Education

le Adolescence

Education - Grade 10

IBLIOGRAPHY

cher References

ems, Charles Merrill Co., Columbus, Ohio. 1968.
la., Penna: W. B. Saunders, 1969.
sease, Trenton, New Jersey.
, Wiley and Sons, New York, 1967.
esource and Learning Guides - Level 4) 3 M Education Press,

Disease, A.A.H.P.E.R., Washington, D. C. 1965.

s and Sex Education, "The Journal of School Health",

ng Journal", Wilmington, Delaware, February, 1967.

dent References

You, 3rd Ed., McGraw-Hill, St. Louis, Mo., 1969.
y, New York, 1957.
k, 1960.
ation, Holt, Rinehart & Winston, New York, 1967.

s, River Forest, Illinois, 1966.
, Brace & World Science Program, New York, 1959.
Budlong Press Co., Chicago, Ill. 1965. (Avail. through local physicians)

ating Behavior, Chicago, Illinois
1965.
, 1969.
an, Dell Pub. Co., New York, 1963.

d Answers About V.D., Wilmington, Delaware, 1967.
Series, Wilmington, Delaware, 1967.

Family Life Education

Middle Adolescence

Health Education - Grade 10

AUDIO-VISUAL MATERIALS

The following resource materials are available in the Learning Resources Ce for use at the appropriate level in secondary health education classes:

16 mm. Sound Films

A Quarter Million Teenagers
Early Marriage
From Generation To Generation
Human Reproduction
Phoebe: Story of Premarital Pregnancy
Psychological Differences Between Sexes

The Silent Epidemic*

Filmstrip/Records

A Basis for Sex Morality
And They Lived Happily Ever After?
Love and the Facts of Life
Sex: A Moral Dilemma For Teenagers
The Tuned-Out Generation
I Never Looked At It That Way Before
Venereal Disease

SPECIAL NOTE ON USE OF AUDIO-VISUALS:

1. As in other good learning situations, the teacher should preview all materi This preview should determine the appropriateness of the material as relate and educational needs.

2. Those films or filmstrips which introduce the study of human reproductive a presented by first being viewed in groups segregated by sex. Further, both groups materials about the opposite sex. This procedure will dispell ignor opposite sex, and also minimize any initial anxiety by the student.

3. Provisions should be made to allow interested parents to view audio-visual with the teacher, either in special showings or in regular classes. During are not actually in use in local buildings, this service will be provided b

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*Available from Delaware ETV, Film Library, State Department of Public Instruct

y Life Education

lle Adolescence

Education - Grade 10

-VISUAL MATERIALS

in the Learning Resources Center, Wilmington Public Schools,
h education classes:

Filmstrip/Records
for Sex Morality
Lived Happily Ever After?
the Facts of Life
Moral Dilemma For Teenagers
ed-Out Generation
Looked At It That Way Before
Disease

Transparencies
The Family Concept
Marriage and the Family:
  Responsibilities and Privileges
Conception, Prenatal Development
  and Birth
Family Cycles and Values
Factors Influencing the Sex Drive
Causes and Effects of Family
  Disharmony

ner should preview all materials before use with students.
ess of the material as related to student preparation, maturity,

study of human reproductive anatomy and processes are best
egated by sex. Further, both sexes should view in separate
procedure will dispell ignorance of information about the
xiety by the student.

parents to view audio-visual materials, by prior arrangement
in regular classes. During time periods when the materials
is service will be provided by the Learning Resources Center.

Department of Public Instruction, Dover, Delaware

Family Life Education

Late Adolescence

Grade 12

The Late Adolescent Program is an elective offering in the Hom
grade students of our secondary schools.

Goals

1. To understand the changing role of the family members.

2. To know the divisions and responsibilities of each family m

3. To understand the normal process of pregnancy and childbirt

4. To understand the responsibilities of marriage and parentho

5. To know the child's growth developmental patterns from newb

6. To define and apply the terms in time, energy and personal

7. To be able to think, compare and learn to base judgment on

Family Life Education

Late Adolescence

Grade 12

lective offering in the Home Economics Department to our 11th and 12th
s.

Goals

of the family members.

onsibilities of each family member as he goes through the life cycle.

ns of pregnancy and childbirth.

ies of marriage and parenthood.

lopmental patterns from newborn to late adolescent.

n time, energy and personal and family finance.

d learn to base judgment on facts.

Family Life Education

Late Adolescence

Grade 12

A Changing Role of Family Members in

CONTENT	ACT
1. Historical Background A. Past	I. Family 1. Have stude of family
	2. Investigat those cul
	3. Compare f countries.
	4. Consider living wi
B. Present	1. Describe (((
	2. Debate: live?
2. Background on Meaning of Sexuality	1. Have pret
	2. Review co class mem
3. Understanding Yourself A. Basic Needs	1. Have stud individua spiritual

Family Life Education

Late Adolescence

Grade 12

nging Role of Family Members in Our Society

ACTIVITIES

I. Family

1. Have students write a brief description for definition of family emphasizing what it means to them. Discuss.

2. Investigate family cultures in other countries especially those cultures by members of the class.

3. Compare family cultures of our country to those of other countries.

4. Consider changes in our culture which have affected family living within the past decade.

1. Describe different family structures in your neighborhood
   - (a) Husband-Wife
   - (b) One parent
   - (c) No parent with children

2. Debate: Should society be concerned with the way families live?

ty

1. Have pretest of content from middle adolescent program.

2. Review content for middle adolescent not remembered by class members.

1. Have students identify and analyze basic needs of individuals such as physical, emotional, intellectual, spiritual and social.

Family Life Education

Late Adolescence

Grade 12

A Changing Role of Family Members in

CONTENT	AC
3. Understanding Yourself A. Basic Needs	
	2. Have student they become
	3. Select clipp cases which
	4. Discuss emot experiences, failure and
	5. Film: "Fami Association) incidents th child's need
4. Types of Growth	1. Have student physical cha play might b
	2. Plan a mock see what can Explain why changes can
	3. View and di Growth" (on reproductio
5. Masculine and Feminine Roles	1. On a separat number writ the followi Family Livi

Life Education

te Adolescence

Grade 12

amily Members in Our Society

ACTIVITIES

2. Have students write stories of personal experiences on how they become aware of one or more of their basic needs.

3. Select clipping from magazines and newspapers depicting cases which infer that certain basic needs are not met.

4. Discuss emotional needs such as love, security, new experiences, sense of belonging, feeling for success, failure and companionship.

5. Film: "Families First" (17 min. B & W) (Mental Health Association) Emphasizes by means of a number of everyday incidents the family's responsibility for filling the child's need for security, affection and recognition.

1. Have students present a short play illustrating some of the physical changes taking place during adolescence. This play might be followed with class discussion.

2. Plan a mock television program or show in which you might see what can or cannot be changed about a human figure. Explain why some changes cannot be made and show how other changes can be made.

3. View and discuss film: "Exploring Growth." Film: "Human Growth" (color 19 min.). These films are on growth and reproduction by means of animated diagrams.

1. On a separate sheet of paper write numbers 1-16. After each number write "A" if you agree or "D" if you disagree with the following statements. Reference: "Your Marriage and Family Living" Pg. 109 Landis & Landis, 3rd Ed.

Family Life Education

Late Adolescence

Grade 12

A Changing Role of Family Members in Out

CONTENT	ACTIVI
5. Masculine and Feminine Roles	2. Role play situ out role expect supper be read painting a hou
	3. Allow girls an by husband and
	4. Show Film: "W students write using sound.
6. Developmental Task of Adolescence	1. Think of kinds or negative co
	2. List and discu teenager.
7. Understanding Parents	1. Class survey: which bother sign names. put 10 highest duration of di
	2. Panel Discussi class particip the result of
	3. Present a fami in the place answers to th on the use of

y Life Education

te Adolescence

Grade 12

amily Members in Our Society

ACTIVITIES

2. Role play situations between husband and wife which bring out role expectations. Start with, he says "When will supper be ready" or "My wife isn't going to be seen painting a house."

3. Allow girls and boys to make a list of role to be played by husband and wife. Discuss

4. Show Film: "Who's Right?" Show without sound. Have students write the story of the film. Discuss re-showing using sound. Evaluate.

1. Think of kinds of behavior which may bring either positive or negative consequences to your family as well as yourself.

2. List and discuss reasons for each kind of behavior by the teenager.

1. Class survey: Have each student make a list of the things which bother him most about his parents. Do not have them sign names. Have a class committee summarize results and put 10 highest parent problems on the blackboard for the duration of discussion on understanding parents.

2. Panel Discussion - Have a group of parents of students in class participate in the discussion of parent problems using the result of above survey as basis for discussion.

3. Present a family scene in which two students put themselves in the place of modern parents and attempt to give sound answers to the common problems raised by their teenage children on the use of the car, hours to return home, etc.

Family Life Education

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Grade 12

A Changing Role of Family Members in Our Soci

CONTENT	ACTIVITIES
7. Understanding Parents	4. Film: "You and Yo Shows natural proce parents and misunde 5. Appoint a committee determine what orga better their adoles made to bring about youth. 6. Ask students to co measures used by p consider to be acc Discuss the reason are or are not con 7. Film: "Roots of H life, stressing th
8. Understanding Brothers and Sisters	1. Tell about a case thought was good. 2. Where do you come What special probl 3. Film - Jamie - Th film emphasizes th personality is the poor adjustment in
9. Decision Making	1. Parents usually th than making your o

ily Life Education

Late Adolescence

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Family Members in Our Society

ACTIVITIES

4. Film: "You and Your Parents" (14 min. Coronet, Sound). Shows natural process of teenagers growing away from parents and misunderstandings between parents and teenagers.

5. Appoint a committee to interview adults in the community to determine what organized efforts they have made to understand better their adolescents and what efforts they think might be made to bring about better understanding between parents and youth.

6. Ask students to compile a list of punishments or disciplinary measures used by parents and then to indicate which ones they consider to be acceptable and effective in a constructive manner. Discuss the reasons why various disciplinary measures either are or are not constructive.

7. Film: "Roots of Happiness" (Mental Health) Film about family life, stressing the roles of father and mother.

1. Tell about a case rivalry between brothers and sisters which you thought was good. Give a case which seemed bad.

2. Where do you come in your family? Eldest? Middle? Youngest? What special problems have you had because of your position?

3. Film - "Jamie - The Story of a Sibling" (Mental Health) The film emphasizes that damage to a ten year old Jamie's personality is the result of home factors rather than generalized poor adjustment in life.

1. Parents usually think making good decisions is more important than making your own decisions.

Family Life Education

Late Adolescence

Grade 12

A Changing Role of Family Members in Our Soc

CONTENT	ACTIVITIE
9. Decision Making	2. Young people u their own deci compromise be
	3. Have students experiences, m
	4. Film: "Right making moral d
	5. Film: "The Me today and the sexual attitud
10. Setting Attainable Goals	1. Review meaning
	2. Survey class m
	3. Select a few a whether or not
	4. Analyze how tw satisfying and personal goals

ily Life Education

Late Adolescence

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Family Members in Our Society

ACTIVITIES

2. Young people usually think it is more important to make their own decisions. Which is correct? How could a compromise be reached?

3. Have students give examples, as a result of personal experiences, moral decisions, that had to be made.

4. Film: "Right or Wrong" (10 min. sound, Coronet) Shows making moral decisions.

5. Film: "The Merry-Go-Round". Shows how young people today and the dilemmas they are facing regarding their sexual attitudes and behavior (B & W 22 min).

1. Review meaning of goals.

2. Survey class members to determine some of their goals.

3. Select a few and analyze how resources are related to whether or not these goals can be obtained.

4. Analyze how two very important people can build a satisfying and happy relationship in spite of their personal goals.

Family Life Education

Late Adolescence

Grade 12

Preparation for Marriage

CONTENT	ACTI
1. Meaning and Difference	1. List intern community. marriages t
	2. Check laws law for or
	3. Film: "Thi useful with
	4. Discuss: V in marriage
	5. Invite prie discussion by married
	6. Describe a Has the co
2. Purpose of Engagement	1. Film - "Th Shows how marriage. A. W e B. H t C. H D. I m

Family Life Education

Late Adolescence

Grade 12

Preparation for Marriage

ACTIVITIES

1. List internationality marriages that are accepted in your community. How long has it been acceptable for these marriages to take place?

2. Check laws on interracial marriages in the state. Is the law for or against.

3. Film: "This Charming Couple" 20 min., (McGraw-Hill) Sound useful with a discussion of mixed marriages.

4. Discuss: Vast educational differences caused conflicts in marriages.

5. Invite priest, rabbi, minister to participate in a panel discussion of some of the problems commonly encountered by married couples who are of different religious faiths.

6. Describe an internationality marriage of which you know. Has the couple coped with differences that may exist?

1. Film - "The Meaning of Engagement," (Coronet 14 min. sound) Shows how an engagement period should be a step to successful marriage. Questions to be asked:
    - A. What are the purposes and why do we have the engagement period?
    - B. How long should an engagement be? Upon what does this depend?
    - C. How long should one know in-laws before wedding?
    - D. In what way is the engagement a rehearsal for marriage?

Family Life Education

Late Adolescence

Grade 12

Preparation for Marriage

CONTENT	ACTIVITI
2. Purpose of Engagement	2. Film: "Are You R Deals with aspect 3. Question Box: Al be answered by a about their engag A. How l B. Do yo Longe 4. Invite resource p prior to marriage 5. Have students wri need to develop m 6. Analyze why it is as a couple rathe
3. Sex Morality	1. Show films "Girls 2. Invite detective and/or "Child Mol homosexualit exhibitionis voyeurism promiscuity incest bestiality fetishism prostitution

Family Life Education

Late Adolescence

Grade 12

eparation for Marriage

ACTIVITIES

2. Film: "Are You Ready for Marriage?" (Coronet 14 min. sound) Deals with aspect of marriage readiness for young people.

3. Question Box: Allow students to put questions in box to be answered by a happily married couple to get opinions about their engagement. Questions might be asked such as:
   A. How long were you engaged?
   B. Do you think it should have been shorter? Longer? Why? Etc.

4. Invite resource person to talk about facts to be considered prior to marriage.

5. Have students write a summary of the characteristics they need to develop marriage readiness.

6. Analyze why it is important to begin to make decisions as a couple rather than an individual.

1. Show films "Girls Beware" and "Boys Beware". Discuss.

2. Invite detective to bring materials on "Teenage Police Record" and/or "Child Molester". Discuss.
   - homosexuality
   - exhibitionism
   - voyeurism
   - promiscuity
   - incest
   - bestiality
   - fetishism
   - prostitution
   - abortion
   - rape
   - illegitimacy
   - sex laws
   - VD
   - population explosion
   - birth control

Family Life Education

Late Adolescence

Grade 12

Problems of Marriage

CONTENT

1. Money

ACTIVITIES

1. Show film: "Managing th Finance.
2. Debate - Resolved "The h income."
3. Have a committee from cl on family spending at va the mechanics of budgeti
4. Divide class into groups family in the income bra
5. Have class collect infor
6. Socio-drama - Two family family in which the spen both parents and childre
7. List the results of as m persons you know such as buying things you don't etc.
8. Interview social workers financial problems.
9. Film: "Cheaper By the

amily Life Education

Late Adolescence

Grade 12

Problems of Marriage

ACTIVITIES

1. Show film: "Managing the Family Income" 35 min. Household Finance.

2. Debate - Resolved "The husband should control the family income."

3. Have a committee from class invite an economist to speak on family spending at various income levels and cover the mechanics of budgeting.

4. Divide class into groups to study expenditures of a family in the income bracket most interesting to them.

5. Have class collect information on pros and cons of budgeting.

6. Socio-drama - Two family scenes, a parochial and a democratic family in which the spending of money is the chief issue. Have both parents and children in the scene.

7. List the results of as many common wasteful expenditures of persons you know such as: Gambling, buying worthless products, buying things you don't want, participating in confidence games, etc.

8. Interview social workers or psychologist who help families with financial problems.

9. Film: "Cheaper By the Dozen". Discuss question of finance.

Family Life Education

Late Adolescence

Grade 12

Problems of Marriage

CONTENT	ACTIVITIES
2. Sex	1. Analyze why differing att relationship. 2. Develop a committee to fi organizations are availab problems. Report finding 3. Use Transparencies: "Fac Corporation School Health
3. In-Laws	1. Analyze a case of in-law Who was in fault? Parent 2. Was a lack of objectivit 3. Show film: "Marriage Is Film shows problems whic Excellent on in-law situ
4. Children	1. Film: "Preface to Life" sound) Shows effects of over-demanding father. 2. Have you ever observed a agreed on how to guide c upon the children? Repo 3. Socio-drama - Two famil constant disagreement b the parents present a u behavior of the childre

ly Life Education

ate Adolescence

Grade 12

oblems of Marriage

ACTIVITIES

1. Analyze why differing attitudes toward sex can affect a relationship.

2. Develop a committee to find out what community agencies or organizations are available to help families with their sex problems. Report findings to class.

3. Use Transparencies: "Factors Influencing Sex Drive" 3 M Corporation School Health Education Cat. #4955.

1. Analyze a case of in-law friction which you have observed. Who was in fault? Parents? Children?

2. Was a lack of objectivity evident in the difficulty?

3. Show film: "Marriage Is a Partnership" (14 min. Coronet, sound) Film shows problems which come up during first year of marriage. Excellent on in-law situations.

1. Film: "Preface to Life" (20 min., U.S. Public Health Service, sound) Shows effects of an overly solicitous mother and an over-demanding father.

2. Have you ever observed a family in which the parents seldom agreed on how to guide children? What affect did this have upon the children? Report observation to class.

3. Socio-drama - Two family scenes. In the first parents are in constant disagreement before their children. In the second, the parents present a united front. Show the resulting behavior of the children.

Family Life Education

Late Adolescence

Grade 12

Problems of Marriage

CONTENT	ACTIVITI
5. Immaturity	1. Tell some eviden adults or young 2. Film: "Are You A young couple t to put off marri more mature. 3. List signs of i Make up an immat immature traits

Making A Success of Marriage

1. Early (Young) Marriage	1. Debate the issu 2. Have class read *Adjustment and* section dealing 3. Discuss pros an
2. Early Adjustment in Marriage	1. Discuss stateme 2. Write on subjec husband (wife)? adjustments to

Life Education

Adolescence

Grade 12

lems of Marriage

ACTIVITIES

1. Tell some evidences of immaturity that you have noticed among adults or young people in their associations with others.

2. Film: "Are You Ready for Marriage?" (14 min., Coronet Sound) A young couple think they want to marry at once. They decide to put off marriage until they become better acquainted and more mature.

3. List signs of immaturity that often creep into your day. Make up an immaturity test, using three columns, for checking immature traits - frequently, occasionally, never. Discuss.

Success of Marriage

1. Debate the issue, "Sixteen is too young for a girl to marry."

2. Have class read: Chapter 11, "Age For Marriage," Personal Adjustment and Family Life. Place special emphasis on section dealing with "High School Marriages."

3. Discuss pros and cons of young marriages.

1. Discuss statement, "Courtship shouldn't stop with marriage."

2. Write on subjects: "What adjustments will I expect of my husband (wife)? How well qualified for marriage am I? What adjustments to marriage will I have to expect from myself?"

Family Life Education

Late Adolescence

Grade 12

Making A Success of Marriage

CONTENT

2. Early Adjustment in Marriage

ACTIVITIES

3. Have students make a l
in the early stages of
   - (a) Tactful rel
   - (b) Managing ou
   - (c) Responsibil
   - (d) Living and
   - (e) Should the
   - (f) When differ

4. The First Year - Divid
report on the best ava

5. Role Playing - Have me
sociodrama: A domesti
in which both the husb
to change certain hab
will change. Have stu

6. Research to find sugge
(compromise, one givin
differences). Conside
each method.

7. Show Film: "Who Is Bo
references - deals wit

8. Make a collection of p
relationships. Displa

Family Life Education

Late Adolescence

Grade 12

ng A Success of Marriage

ACTIVITIES

3. Have students make a list of various adjustments necessary in the early stages of marriage such as:
    - (a) Tactful relationships with in-laws
    - (b) Managing our money
    - (c) Responsibilities around the house
    - (d) Living and growing as an individual although married
    - (e) Should the wife work
    - (f) When differences arise

4. The First Year - Divide class into committees to read and report on the best available information on these aspects.

5. Role Playing - Have members of class carry out the following sociodrama: A domestic scene in the early months of marriage in which both the husband and wife are trying to get each other to change certain habits. Frustration results when neither will change. Have student dialogue after drama.

6. Research to find suggestions on ways to make adjustments (compromise, one giving in, each going own way, resolving differences). Consider advantages and disadvantages of each method.

7. Show Film: "Who Is Boss" (16 min. McGraw-Hill, sound) (see references - deals with adjustment in early marriage).

8. Make a collection of pictures and cartoons depicting in-law relationships. Display them on your classroom bulletin board.

Family Life Education

Late Adolescence

Grade 12

Making A Success of Marriage

CONTENT	ACTIVITI
2. Early Adjustment in Marriage	9. Discuss who is often
	10. How do the usual car in-laws?
	11. Show Film "Marriage Couple working throu sex, in-laws, frienc
	12. Discuss harmful and box to ask personal counselor to class
	13. List some problems how a mature person immature person.
3. Purpose of Honeymoon	1. Get class reaction
	2. Discuss questions: should have a honey
	3. Do you think a hone to each other?
	4. Discuss ways in whi relationship togeth
	5. Consider the types the honeymoon succe individuals involve

mily Life Education

ate Adolescence

Grade 12

g A Success of Marriage

ACTIVITIES

9. Discuss who is often blamed for in-law trouble.

10. How do the usual cartoons affect attitudes of people toward in-laws?

11. Show Film "Marriage is a Partnership" (14 min., Coronet, sound) Couple working through first year problems of marriage, money, sex, in-laws, friends and social activities.

12. Discuss harmful and helpful attitudes about sex - use question box to ask personal questions, invite doctor or nurse or marriage counselor to class to discuss questions taken from box.

13. List some problems that might arise in married life and explain how a mature person would deal with it as compared with an immature person.

1. Get class reaction to purpose of honeymoon.

2. Discuss questions: Do you think that a newly married couple should have a honeymoon? Why?

3. Do you think a honeymoon is necessary for proper adjustment to each other?

4. Discuss ways in which a honeymoon can be used to build a new relationship together.

5. Consider the types of planning that should be done to make the honeymoon successful for the couple and for the two individuals involved.

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Grade 12

Making A Success of Marriage

CONTENT	ACTIVITIES
3. Purpose of Honeymoon	6. Case Study - Jan and Ji trip. They stayed in a have afforded otherwise evening working. Jane various problems involv 7. Search for other cases 8. Film: "Love is For the Have students discuss.
4. Making A Success of Marriage	1. Compare an individual goals rather to one who successful experience. 2. Have panel composed of judge, and/or marriage that lead to a successf 3. Have each member of the which makes for greates which makes the greates cause anxiety in his li the results. Discuss.

y Life Education

te Adolescence

Grade 12

Success of Marriage

ACTIVITIES

6. Case Study - Jan and Jim combined a business with a wedding trip. They stayed in a fancy hotel which they never could have afforded otherwise. Jim spent all day and part of each evening working. Jane was left on her own. Discuss the various problems involved here.

7. Search for other cases to see what solutions class can offer.

8. Film: "Love is For the Birds", Mental Health Association. Have students discuss.

1. Compare an individual who feels that marriage for personal goals rather to one who would like to make marriage a successful experience. List characteristics of both.

2. Have panel composed of a parent, teacher, minister, student, judge, and/or marriage counselor to discuss characteristics that lead to a successful marriage.

3. Have each member of the class list anonymously the thing which makes for greatest happiness in his home, the thing which makes the greatest unhappiness, and the things which cause anxiety in his life. Have a class committee summarize the results. Discuss.

Family Life Education

Late Adolescence

Grade 12

Divorce

CONTENT

1. Avoiding Divorce

ACTIVITI

1. As an introduction
research of divorce
"Self-Test". After
agree or a D if you
    (a) About one i
    ends in div
    (b) Divorce is
    be dissolve
    (c) It is certa
    in marriage
    (d) The legal c
    real causes
    (e) More divorc
    marriage th
    (f) Divorce usu
    of a first
    (g) Divorce is
    standpoint.
    (h) The family
    divorce cou
    (i) The child o
    experience
    (j) Divorced pa
    primarily c
    children ra
    (k) One of the
    from a psyc
    confession
    (l) Few divorce

Family Life Education

Late Adolescence

Grade 12

Divorce

ACTIVITIES

1. As an introduction and springboard for discussion and research of divorce, have students take the following "Self-Test". After each number write an A if you agree or a D if you disagree with the following statements:
   - (a) About one in two marriages today ultimately ends in divorce.
   - (b) Divorce is a legal means whereby marriage can be dissolved.
   - (c) It is certain that there is greater unhappiness in marriage.
   - (d) The legal causes of divorce are usually the real causes.
   - (e) More divorces take place after ten years of marriage then before.
   - (f) Divorce usually comes suddenly as the result of a first quarrel.
   - (g) Divorce is never easy from a psychological standpoint.
   - (h) The family counselor is the same as the divorce court judge.
   - (i) The child of divorced parents is likely to experience difficulty in his own adjustments.
   - (j) Divorced parents with children usually are primarily concerned about the interests of the children rather than their own emotional state.
   - (k) One of the things that makes divorces expensive from a psychological standpoint is the public confession of failure in marriage.
   - (l) Few divorcees remarry.

Family Life Education

Late Adolescence

Grade 12

Divorce

CONTENT	ACTIVITIES
1. Avoiding Divorce	1. (m) Divorces are more co in families with chi (n) The best insurance a selection in marriag (o) Divorce ends a coupl (p) Those who study fami a social process - t comes only after a l 2. The above pretest can lea and discussion on the *who* 3. Have a panel of a rabbi, views on divorce. 4. Have class discuss what d divorce. Divorce - legal, 5. Research to find out the 6. Could the laws for divorc
2. Causes of Divorce	1. Have committee visit a di report to class. 2. Note particularly the ca the effect the divorce w are present, who is give financial is.

Education

escence

12

rce

ACTIVITIES

(m) Divorces are more common in childless homes than in families with children.
(n) The best insurance against divorce is careful selection in marriage.
(o) Divorce ends a couple's adjustment problems.
(p) Those who study family relations consider divorce a social process - that is, they find that divorce comes only after a long series of mounting tensions.

The above pretest can lead to much interesting research and discussion on the whole subject of divorce.

Have a panel of a rabbi, priest, and minister to give their views on divorce.

Have class discuss what divorce is and some of the affects of divorce. Divorce - legal seal that officially ends a marriage.

Research to find out the grounds for divorce in Delaware.

Could the laws for divorces be improved in this State?

Have committee visit a divorce court for a few hours and report to class.

Note particularly the causes given for seeking the divorce, the effect the divorce will have upon the children, if they are present, who is given custody of the children, and what financial is.

Family Life Education

Late Adolescence

Grade 12

Divorce

CONTENT	ACTIVITIES
2. Causes of Divorce	3. Have a committee in counseling service causes of divorce. 4. Consider question a given for divorce a
3. Specific personality traits and divorce	1. Have class make lis may make for unhap nagging, not affect complaining. 2. Make list of perso happiness in marri ability to give an talk things over. 3. Explore question: marriage? 4. Consider again thi
4. Lack of Preparation for Marriage as a Cause for Divorce	1. Have class review preparation for ma of preparation fo effect on divorce.

Life Education

Adolescence

rade 12

ivorce

ACTIVITIES

3. Have a committee interview a member of a marriage counseling service to find out the most common causes of divorce.

4. Consider question as to whether the legal courses given for divorce are the true causes of divorce.

1. Have class make list of personality traits which may make for unhappiness in marriage such as: nagging, not affectionate, selfishness, inconsiderate, complaining.

2. Make list of personality traits which make for happiness in marriage such as: affection, understanding, ability to give and take, cooperation, willingness to talk things over.

3. Explore question: Are these traits developed before marriage?

4. Consider again things to look for in choosing a mate.

1. Have class review briefly information covered on preparation for marriage and discuss the implications of preparation for marriage or the lack of it and its effect on divorce.

Family Life Educati

Late Adolescence

Grade 12

Divorce

CONTENT	
5. Alternates for Divorce	1. Invite marr
	2. Have a coun family serv
	3. Show Film: Family memb adjustments.
	4. Have local r possible alt
6. Children and Divorce	1. Consider wa family. (a) (b) (c) (d)
7. Family Services Available in Wilmington	1. Set up commi
	2. If possible, to enlighten
	3. Class on ser
8. Effects on the Family	1. Show film: Surveys gene United State
	2. Invite lawye family probl

Family Life Education

Late Adolescence

Grade 12

Divorce

ACTIVITIES

1. Invite marriage counselor to speak to class.

2. Have a counselor speak on ways to avoid divorce and family services available to Wilmington.

3. Show Film: "In Time of Trouble" (14 min. McGraw-Hill, sound) Family member counsels young couple about disagreements and adjustments in marriage. Discuss.

4. Have local minister, rabbi, priest talk to class concerning possible alternate to divorce.

1. Consider ways in which divorce affects the children in the family.
   (a) loss of security
   (b) living with one parent separated from the other
   (c) emotional and psychological affects
   (d) adjustments necessary

ilmington

1. Set up committees to explore the family services in Wilmington.

2. If possible, invite representatives from these organizations to enlighten.

3. Class on services available.

1. Show film: "Marriage and Divorce" (15 min., March of Time, sound) Surveys general problems of broken homes and divorce in the United States. Discuss.

2. Invite lawyer or social worker from family court to discuss the family problems as seen through eyes of family court.

Family Life Education

Late Adolescence

Grade 12

Child Growth and Development

CONTENT

A. Prenatal Development
  1. Physiological Development

  2. Psychological Development

ACTIVITIE

1. Contraceptives shou
parenthood "we have
"there is no room f

2. Termonology
conception
fertilization
ovum
uterus
spermatozoon
embryo
umbilical cord
embryonic sac
period of ovum, emb
obstetrician

3. Have the school nur
signs of pregnancy.

1. Show the film, "Pho
aware of some perso

2. Lead the class in a
of Phoebe and frien

3. Show the film, "How
This will inform st
conception to birth

ily Life Education

ate Adolescence

Grade 12

rowth and Development

ACTIVITIES

1. Contraceptives should be discussed in relation to planned parenthood "we have room in the world for wanted children" "there is no room for unwanted."

2. Termonology
   - conception
   - fertilization
   - ovum
   - uterus
   - spermatozoon
   - embryo
   - umbilical cord
   - embryonic sac
   - period of ovum, embryo, and fetus
   - obstetrician
   - gynecologist
   - pediatrician
   - placenta
   - miscarriage
   - RH factor
   - caesarean section
   - natural birth
   - abortion
   - labia
   - vagina

3. Have the school nurse discuss the ovulation cycle and signs of pregnancy.

1. Show the film, "Phoebe." This will make the students aware of some personality change during this period.

2. Lead the class in a discussion relating to the reactions of Phoebe and friend.

3. Show the film, "How Life Begins" and "Human Reproduction". This will inform students of what takes place from conception to birth.

Family Life Education

Late Adolescence

Grade 12

Child Growth and Development

CONTENT

A. Prenatal Development
  2. Psychological Development

  3. Care of Mother

ACTIVI

4. Panel discussion o
  A. Financial ex
    (a) the co
    (b) change
    (c) temper
    (d) social
    (e) attitu

1. Invite a doctor in

2. Show and discuss w
weight control.
    (a) Have c

3. Discuss the effect

4. Exercise and types
demonstrated if ne

5. Test given by the

6. Physician could be
    (1) pelvic
    (2) urine
    (3) blood
    (4) heart
    (5) blood
    (6) physi
    (7) sexua

ACTIVITIES

4. Panel discussion on psychological aspect:
    A. Financial expenditures - at this time discuss:
        (a) the cost of having a baby (Blue Cross, Shield)
        (b) change of outlook on life
        (c) tempers
        (d) social activities
        (e) attitude toward husband

1. Invite a doctor in to discuss "Parental Care."

2. Show and discuss with class the importance of diet and weight control.
    (a) Have class make sample menus

3. Discuss the effects on weight gain for both mother and fetus.

4. Exercise and types of exercise should be discussed and/or demonstrated if necessary.

5. Test given by the doctor should be discussed and why.

6. Physician could be brought in to discuss:
    (1) pelvic measurements
    (2) urine analysis
    (3) blood test
    (4) heart
    (5) blood pressure
    (6) physical examination
    (7) sexual relationship during pregnancy

Family Life Education

Late Adolescence

Grade 12

Child Growth and Development

CONTENT	ACTIVITI
A. Prenatal Development 3. Care of Mother	7. Possible complic (1) improper di (2) sleep (3) over-exerti 8. Discussions on: Mild complicati Serious complica 9. Reports could b
4. Role of the father	1. Have the school the "father's r
5. Layette, equipment and nursery	1. Field trip to d 2. Discuss, show, before arrival 3. Compare prices

ACTIVITIES

7. Possible complications due to:
   - (1) improper diet
   - (2) sleep
   - (3) over-exertion
   - (4) clothing
   - (5) exercise
   - (6) lack of prenatal care

8. Discussions on:
   Mild complications such as:
   - (1) nausea
   - (2) heart burn
   - (3) varicose veins

   Serious complications:
   - (1) swelling
   - (2) blurred vision
   - (3) bleeding
   - (4) pains
   - (5) exposure to German measles

9. Reports could be given on the above by students.

1. Have the school nurse come to discuss with the student the "father's role during prenatal time."

1. Field trip to department store or child center.

2. Discuss, show, and explain the importance of layette before arrival of new baby.

3. Compare prices of various manufacturers of layettes.

Family Life Education

Late Adolescence

Grade 12

Child Growth and Development

CONTENT	ACTIVI
B. Postnatal Care 1. Care of baby	1. Invite a nurse f (a) feeding bab (b) bathing bab (c) diaper chan
	2. Students may pra overhead transpa new-born baby. (a) sleeping (b) eating
	3. Importance of re
	4. Discuss the chan to father and fr
2. Care of Mother	1. Have students gi (a) rest (b) diet (c) exercise (d) routine (ge
	2. Discuss with stu (postpartum).
3. Role of Father	1. Importance of ho (a) feedings (b) changing

amily Life Education

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Growth and Development

ACTIVITIES

1. Invite a nurse from the nursery or parent to demonstrate:
   (a) feeding baby
   (b) bathing baby
   (c) diaper change
   (d) fixing formula (equipment used)
   (e) correct ways of holding baby
   (f) diet

2. Students may practice the above using life size dolls. Use overhead transparencies to point out characteristics of the new-born baby.
   (a) sleeping
   (b) eating
   (c) size
   (d) five senses

3. Importance of regular visits to pediatrician.

4. Discuss the change and shift in roll from husband to husband to father and from wife to wife and mother.

1. Have students give reports relating to:
   (a) rest
   (b) diet
   (c) exercise
   (d) routine (general)
   (e) foundation garments
   (f) social activities to prevent depression
   (g) periods

2. Discuss with students the importance of the six weeks check-up (postpartum).

1. Importance of how to do and help with
   (a) feedings
   (b) changing
   (c) bathing
   (d) helping mother to exercise

Family Life Education

Late Adolescence

Grade 12

Child Growth and Developme

CONTENT	AC
B. Postnatal Care 3. Role of Father	2. Discuss: Fath shop
C. Patterns of behavior and physical growth characteristics of children 1. Birth to Six Years A. Creeper	1. Six months to observe and wr of a creeper. children reac
B. Toddler	2. Two to Three discussion:
C. Preschooler	1. Discuss daily and/or report 2. Films may be 3. Exhibit and de surprises to 4. Discussions a growth teeth proport strai

mily Life Education

Late Adolescence

Grade 12

Growth and Development

ACTIVITIES

2. Discuss: Father assume household responsibilities as: shopping and household duties in general.

1. Six months to year - Visit a nursery and have the students observe and write up an observation of the characteristics of a creeper. Then discuss as a class. Note not all children reach maturation at the same rate.

2. Two to Three Years - Discuss care and schedule - suggested discussion:
   (1) Weight-size-height
   (2) What the toddler can do
   (3) Converse and reason
   (4) Cares for ordinary bathroom needs
   (5) Can dress himself, same for feeding and bathing

1. Discuss daily care and feeding. Students might observe this and/or report on this.

2. Films may be shown on toddler's clothing, and meals.

3. Exhibit and demonstrate meal servings, content and meal surprises to delight small children.

4. Discussions and films on characteristics
   growth - height - weight
   teeth
   proportion and posture - child's figure becomes straighter and slimmer whild abdomen flattens

Family Life Education

Late Adolescence

Grade 12

Child Growth and Development

CONTENT

C. Patterns of behavior and physical growth characteristics of children
   1. Birth to Six Years
      C. Preschooler

   2. Social Development

ACTIVI

5. A visit to a nur
the elimination
coordination etc
toddler and pres

1. Panel discussion
in helping child
enters school.

2. Oral reports - t
   (a) fi
   (b) 1
   (c) 1
   (d) 6

3. Show films: "Fr

4. Resource Person
"Influence the f
socially."

5. Have a class dis
come from a stab

6. Discuss ways whi
from a bulletin
   (a) Pa
   (b) Ca
   (c) Cl
   (d) Ho

Child Growth and Development

ACTIVITIES

5. A visit to a nursery might better help students understand the elimination of afternoon nap, toilet patterns, muscle coordination etc. The daily care and schedule of creeper, toddler and preschooler might be studied as a comparison.

1. Panel discussion on role of family in helping of family in helping child form social characteristics before he enters school.

2. Oral reports - the different stages of social growth
   - (a) first year
   - (b) 1 - 3 years
   - (c) 1 - 6 years
   - (d) 6 - 12 years

3. Show films: "Frustrating Fours and Fascinating Fives."

4. Resource Person - Principal of a primary school to speak, "Influence the first grade teacher has upon a child socially."

5. Have a class discussion on "socially adjusted children come from a stable home."

6. Discuss ways which influence social adjustment as a result from a bulletin board with social adjustments listed.
   - (a) Participating in reports
   - (b) Cafeteria manners
   - (c) Cleanliness
   - (d) Home Life

Family Life Education

Late Adolescence

Grade 12

Child Growth and Development

CONTENT	ACTIV
C. Patterns of behavior and physical growth characteristics of children 2. Social Development	6. (d) Home Life ((1) love (2) divorc (3) brothe (e) Friends (f) Religion (g) Health (h) Environment (i) Personality
	7. Field trip to di children (a) Nurs (b) Play (c) YMCA (d) Girl (e) Zoo
3. Intellectual Development	1. Discuss with cla upon the child.
	2. Display articles Discuss: (a) T (b) B (c) S (d) I
	3. Open discussion the intelligence

ACTIVITIES

6. (d) Home Life (continued)
        (1) love
        (2) divorce
        (3) brothers and sisters
    (e) Friends
    (f) Religion
    (g) Health
    (h) Environment
    (i) Personality

7. Field trip to different community resources which influence children
    (a) Nursery
    (b) Playground
    (c) YMCA
    (d) Girl Scouts
    (e) Zoo

1. Discuss with class the importance of intellectual development upon the child.

2. Display articles which influence the growth of intelligence.
    Discuss:
    (a) Toys
    (b) Books (variety)
    (c) Surroundings
    (d) Interest of parents
    (e) Playmates
    (f) Storybooks
    (g) Television
    (h) Songs

3. Open discussion on the age in which you can start determining the intelligence of a child.

Family Life Education

Late Adolescence

Grade 12

Child Growth and Development

CONTENT

C. Patterns of behavior and physical growth characteristics of children
   3. Intellectual Development

ACTIVITIE

4. Take class to a nur
   of young children.

5. Discuss how the phy
   development
   - (a) Moving hea
   - (b) Sitting up
   - (c) Reaching f
   - (d) Turning ov
   - (e) Crawling
   - (f) Walking

6. Invite a person fro
   of play in relation

7. Discuss ways in whi
   - (a) Stories
   - (b) Television
   - (c) Exposed to a v
     community reso

8. Discuss the effect
   of a child.
   - (a) Bro
   - (b) Ove
   - (c) Poo
   - (d) Sur

9. Show film, "Roots o

ACTIVITIES

en

4. Take class to a nursery to observe the intellectual growth of young children.

5. Discuss how the physical development influences the mental development
    - (a) Moving head
    - (b) Sitting up
    - (c) Reaching for objects
    - (d) Turning over
    - (e) Crawling
    - (f) Walking

6. Invite a person from a nursery to discuss the importance of play in relation to developing intelligence.

7. Discuss ways in which the vocabulary of a child is developed.
    - (a) Stories
    - (b) Television
    - (c) Exposed to a variety of community resources
    - (d) Family
    - (e) Rhymes
    - (f) Songs

8. Discuss the effect of mental health on the intellectual well-be of a child.
    - (a) Broken homes
    - (b) Over fatigue
    - (c) Poor diet
    - (d) Surroundings

9. Show film, "Roots of Happiness" - Mental Health Association.

Family Life Educatio

Late Adolescence

Grade 12

Child Growth and Developm

CONTENT

C. Patterns of behavior and physical growth characteristics of children
   3. Intellectual Development

   4. Emotional Development

A

10. By using
    communica
    (a)
    (b)
    (c)
    (d)

1. Open disc
   informati

2. Open disc
   on blackb
   (a)
   (b)
   (c)
   (d)

3. Discussio
   (a) Fami
   (b) Inco
   (c) Home
   (d) Race

4. Discussio
   training

Family Life Education

Late Adolescence

Grade 12

ld Growth and Development

ACTIVITIES

10. By using transparencies show ways children learn to communicate at an early age.
    (a) crying
    (b) laughing
    (c) gestures - painting
    (d) recognize signs of fear and anger

1. Open discussion - Intelligence is something more than just information.

2. Open discussion by asking class, "What are emotions?" List on blackboard.
    (a) anger
    (b) joy
    (c) fear
    (d) love for family

3. Discussion - "Why children differ in their emotions?"
    (a) Family stability
    (b) Income
    (c) Home
    (d) Race
    (e) Personality
    (f) Physical Condition
    (g) Maturity

4. Discussion - How does ones emotions effect the toilet training period?

Family Life Educa

Late Adolescenc

Grade 12

Child Growth and Deve

CONTENT

C. Patterns of behavior and physical growth characteristics of children
    4. Emotional Development

5. Field
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6. Show
Healt

7. Obtai
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ACTIVITIES

5. Field Trip - Going to the nursery or visiting one of the primary grades in elementary school. Students fill out observation sheets and from their conclusions have a class discussion or panel.

6. Show Film: Part I "If These Were Your Children", Mental Health Association.

7. Obtain film listing from Mental Health Center, 701 Shipley Street, Wilmington, Delaware.

    1. Invite a social worker or a lawyer from an adoption agency to discuss the legal procedure for adoption of a child in Wilmington.

Family Life Education

Late Adolescence

Grade 12

Home and Family Management

CONTENT

1. Family Housing

ACTIVITI

1. Begin with the d
   (a)
   (b)
   (c)

2. Visit the differ
young married co

3. Discuss the adva
home.

4. Discuss the adva
an apartment and
difference.

5. Invite several
   (a) Real Estat
   for when b

   (b) Banker - d
   rate of in

   (c) Discuss va
   advantages
   loan - (a)
   (b)

mily Life Education

Late Adolescence

Grade 12

and Family Management

ACTIVITIES

1. Begin with the discussion on what a home should be:
   - (a) Healthful
   - (b) Safe
   - (c) Comfortable

2. Visit the different types of housing available for young married couples.

3. Discuss the advantages and disadvantages of a mobile home.

4. Discuss the advantages and disadvantages of renting an apartment and buying a house. Compare the difference.

5. Invite several resource persons to come in:
   - (a) Real Estate Agent - to discuss what to look for when buying a home
   - (b) Banker - discuss various home loans and present rate of interest
   - (c) Discuss various types of federal loans and the advantages and disadvantages of obtaining a federal loan - (a) Conventional Loans
     (b) Federal Loans

Family Life Education

Late Adolescence

Grade 12

Home and Family Management

CONTENT	ACT
2. Home Furnishings	1. Discuss with in the home. (a) (b) (c) (d)
	2. Discuss furn (a) (b) (c) (d) (e) (f) (g)
	3. Visit sever different s
	4. Discuss and field trip
3. Household Equipment	1. Have a displ A. Small Eq (a) Ele (b) Ele (c) Ele (d) Bl

Family Life Education

Late Adolescence

Grade 12

Home and Family Management

ACTIVITIES

1. Discuss with students the importance of a good layout in the home.
    - (a) room arrangement
    - (b) space
    - (c) location of certain rooms
    - (d) areas most travel or used

2. Discuss furniture quality and construction
    - (a) suitability to home
    - (b) your interest
    - (c) color
    - (d) upkeep
    - (e) size
    - (f) cost
    - (g) being able to determine needs from wants and compare prices

3. Visit several types of furniture stores to observe different styles.

4. Discuss and show the different types of lighting. A field trip to a power and light company would be enjoyable.

1. Have a display showing equipment used in the home.
    - A. Small Equipment
        - (a) Electric can opener
        - (b) Electric knife
        - (c) Electric mixers
        - (d) Blender
        - (e) Electric Skillet
        - (f) Electric Toaster
        - (g) Portable Grills
        - (h) Electric coffee maker

Family Life Education

Late Adolescence

Grade 12

Home and Family Management

CONTENT	ACTIVITIES
3. Household Equipment	1. Have a display showin B. Large Equipment (a) Dish Washer (b) Vacuum Clean (c) Combination- buffer, sand (d) Food Disposa
4. Family Money Management	1. Have a discussion on (a) Medium of e (b) Standard of (c) Standard fo (d). Storehouse 2. Invite a business ed the students types o (a) Money (b) Real Income (c) Psychic Inc

fe Education

olescence

de 12

mily Management

ACTIVITIES

. Have a display showing equipment used in the home.

B. Large Equipment
  - (a) Dish Washer
  - (b) Vacuum Cleaner
  - (c) Combination-waxer, buffer, sander
  - (d) Food Disposal
  - (e) Washer - Dryer
  - (f) Refrigerator
  - (g) Duplex - Freezer Refrigerator
  - (h) Range

. Have a discussion on the ways in which money can be defined.
  - (a) Medium of exchange
  - (b) Standard of value
  - (c) Standard for future payments
  - (d). Storehouse of value

. Invite a business education teacher to discuss with the students types of family income.
  - (a) Money
  - (b) Real Income
  - (c) Psychic Income

Family Life Education

Late Adolescence

Grade 12

Home and Money Management

CONTENT	ACTIVIT
1. Budgeting Techniques	1. Discuss with cla (a) Long term a (b) Have class yearly budg long term g
2. Consumer Problems	1. Have students de 2. Display inexpens and expensive it A. Examples: (a) shoes (b) underwe (c) kitchen (d) Belts - (e) socks a 3. Take class on fi mobile homes, ap
3. Credit	1. Investigate ways (a) Person (b) Income (c) Banks 2. Suggested discus A. Various type (a) Install (b) Revolvi (c) Budget (d) Charge

Family Life Education

Late Adolescence

Grade 12

Home and Money Management

ACTIVITIES

1. Discuss with class the importance of a budget.
   - (a) Long term and short term goals
   - (b) Have class work on weekly, monthly, and yearly budgeting according to short and long term goals

1. Have students determine the value of wise buying.

2. Display inexpensive items, in comparison with medium and expensive items.
   - A. Examples:
     - (a) shoes
     - (b) underwear
     - (c) kitchen knives
     - (d) Belts - boys
     - (e) socks and stockings

3. Take class on field trip to compare the cost of mobile homes, apartments and model homes.

1. Investigate ways to establish credit:
   - (a) Personal reference
   - (b) Income
   - (c) Banks

2. Suggested discussions:
   - A. Various types of credit
     - (a) Installment buying
     - (b) Revolving Charge Acc't
     - (c) Budget
     - (d) Charge Accounts
     - (e) Banks
     - (f) Life Insurance
     - (g) Small Loan Companies
     - (h) Credit between two people

Family Life Education

Late Adolescence

Grade 12

Home and Money Management

CONTENT	ACTIVITIES
3. Credit	2. Suggested discussions B. The need in our s C. Advantages of nin D. Panel discussion E. Have an open disc disadvantages of
4. Savings	1. Group discussion on i A. Family size B. Income C. Goals 2. Discussion or reports A. Bonds B. Commercial banks - C. Postal Savings D. Savings and Loan C E. Credit Union F. Building and Loan

ACTIVITIES

2. Suggested discussions: (continued)
    B. The need in our society for credit
    C. Advantages of ninety day payment plan
    D. Panel discussion credit verses cash payments
    E. Have an open discussion on the advantages and disadvantages of credit cards
1. Group discussion on individual family savings in relation to:
    A. Family size
    B. Income
    C. Goals
2. Discussion or reports on the various methods of savings:
    A. Bonds
    B. Commercial banks - various types of savings and uses
    C. Postal Savings
    D. Savings and Loan Company
    E. Credit Union
    F. Building and Loan Association

Family Life Education

Late Adolescence

Grade 12

Home and Money Managemen

CONTENT	ACT
5. Investment	1. Introduce by of investmen A. Reasons (a) Sto (b) Int (c) Mea
	2. Student repo available t A. Ownershi B. Creditor
6. Insurance	1. Discuss the and use to t A. Group In B. Life Ins C. Health
	2. Students di have and bri
	3. A resource various ter needed by th

ACTIVITIES

1. Introduce by showing mounted pictures of different types of investments.
   A. Reasons for family investments
      (a) Stocks and bonds
      (b) Interest Received
      (c) Means of income

2. Student reports - two general types of investments available to families are:
   A. Ownership
   B. Creditor

1. Discuss the different types of insurance and the value and use to the family.

A. Group Insurance	D. Property-home owners
B. Life Insurance	E. Automobile
C. Health	F. Liability

2. Students discuss with parents types of insurance they have and bring information back and share with class.

3. A resource person could be brought in to discuss the various terms used in policies and which policies are needed by the average person.

Family Life Education

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Grade 12

Management of Time and Energy

CONTENT	ACTIVITIES
1. Factors Affecting the Use of Time and Energy	1. Discuss various ways A. consuming goods B. producing goods C. enjoying leisure 2. Students give report 3. Discuss factors whic A. automobile B. job C. household furnis D. family size E. cost of househol (1) brillo (2) paper towel (3) windex 4. Demonstrate househol A. windows B. bed making C. preparation of m D. laundry E. care of one's ro F. scrubbing floor G. waxing - differe

Family Life Education

Late Adolescence

Grade 12

Management of Time and Energy

ACTIVITIES

Energy

1. Discuss various ways in which time and energy is consumed:
    - A. consuming goods
    - B. producing goods
    - C. enjoying leisure

2. Students give reports on saving time and energy.

3. Discuss factors which influence time and energy.
    - A. automobile
    - B. job
    - C. household furnishings
    - D. family size
    - E. cost of household supplies
        - (1) brillo
        - (2) paper towels
        - (3) windex

4. Demonstrate household duties and do a plan and time study.
    - A. windows
    - B. bed making
    - C. preparation of meals
    - D. laundry
    - E. care of one's room
    - F. scrubbing floor
    - G. waxing - different types of wax and furniture

Family Life Education

Late Adolescence

Grade 12

VOCABULARY

Below is a suggested list of folder titles for building a file of m
Family Life Education. In collecting these materials, care should be tak
objectivity, and appropriateness.

abortion
adolescence
adoption
agriculture
alcohol
baby sitting
birth control
blood type
blue babies
books for children
boy-girl relationships
budget
bulletin board
careers for women
careers for men
catholic viewpoints
character training
charge account
childbirth
child development
child training
cliches
co-signer
community aids
conflicts
conscience
consumer's goods
consumer's education
consumer's protection
counseling

courtship
credit rating
dating
death control
delinquency
differences (men-women)
discipline
divorce
drugs
economics
education for marriage
emotional maturity
engagements
etiquette
family relations
films
friends
gambling
going steady
group dynamics
handicaps
heredity
hobbies
homosexuality
honeymoon
housing
illegitimacy
in-laws
income tax
institution

investment
insurance
interest
jealously
lease
laws
leisure time
love
loan co-signer
marine environm
marriage
maturation
medical viewpoi
menopause
menstruation
mental health
mortgage
military servi
mixed marriages
old ages
parents
petting
philosophy
population dyna
population edu
population grow
pollutions
position in fa
pregnancy
prejudice

mily Life Education

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Grade 12

VOCABULARY

for building a file of supplementary materials useful in teaching
rials, care should be taken to screen them carefully for accuracy,

n)
e

investment
insurance
interest
jealously
lease
laws
leisure time
love
loan co-signer
marine environment
marriage
maturation
medical viewpoints and facts
menopause
menstruation
mental health
mortgage
military service
mixed marriages
old ages
parents
petting
philosophy
population dynamics
population education
population genetics
pollutions
position in family
pregnancy
prejudice

premarital sex
producer goods
psychology
psychosomatic medicine
quotations
RH blood factor
reference books
roles
second marriage
sex determination
sex education
sex standards
siblings
smoking
social status
statistics
step-children
sterility
stuttering
suicide
style of furniture
teenagers
tests
toys for children
twins
unmarried mothers
venereal disease
water resources
weddings
working wives

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Are You Ready for Marriage, Coronet Films, Coronet Building, 65 E. South Water St
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